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ABSTRACT

This guide is designed to provide teachers with instructional strategies and techniques to enhance the content area and language achievement of intermediate and advanced bilingual/English-as-a-Second-Language (ESL) learners in New York City (New York) public schools. Its content is geared to recently-developed city standards for curriculum design and student performance in English language arts. An introductory section gives background information on the materials, standards, and instructional scope and sequence. The second contains seven instructional units with activities keyed to specific standards, and including worksheets; each unit has activities bridging two instructional levels (beginning/intermediate, intermediate/advanced, advanced/transitional). The third section provides further information on: current ESL methodologies and approaches; teaching ESL through music, art, and multicultural literature; strategies for integrating ESL and the content areas; assessing student progress; curricular and instructional adaptations for ESL in special education; and ESL structures, themes, and functions, with examples, at three levels (beginning, intermediate, advanced). (MSE)

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STARS for ESL

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- ★ **R**esources

Meeting Higher Standards in Grades 6–8

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STARS for ESL

Strategies, Techniques and Resources: Meeting Higher Standards in Grades 6–8

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Foreword

As teachers in New York City prepare their students for the twenty-first century, it is important to recognize that we have the largest immigrant population entering the public schools since the early twentieth century. The Office of Bilingual Education seeks to support and assist school- and district-based personnel in meeting this challenge.

STARS for ESL—Strategies, Techniques And Resources: Meeting Higher Standards in Grades 6–8 provides teachers with model instructional units that support the implementation of the *New York City Curriculum Frameworks* for English as a Second Language and the content areas, as well as the *New Standards: Performance Standards for English Language Arts.*

In response to requests from teachers in middle schools, this ESL guide emphasizes the integration of critical thinking skills with content knowledge and language acquisition for students at an intermediate level of ESL and above. The learning activities modeled in these units will help prepare students for transition into English language arts.

This manual provides an excellent base for professional development by district and school staff. Teachers can use this material as a resource when planning daily, interdisciplinary ESL instruction that integrates listening, speaking, reading and writing. Within each school, teachers working with bilingual/ESL learners should articulate their instruction in order to maximize student achievement, and prepare youngsters for meaningful participation in American society.

Lillian Hernández

Lillian Hernández, Ed.D.
Executive Director
Office of Bilingual Education

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Phyllis I. Ziegler, Director of Bilingual/ESL Program Development and Improvement, provided overall supervision in the design and development of this project.

The principal writers of this guide were:
Jacqueline Carrero, Research and Experience Teacher, Metropolitan Corporate Academy High School, Brooklyn
Anne Davis, ESL Teacher, PS 219, District 18, Brooklyn
Virginia Jama, ESL Resource Specialist, Office of Bilingual Education
Samantha Jory, ESL Teacher, PS 145, District 3, Manhattan
Carole Kaye, ESL Resource Specialist, Office of Bilingual Education
Priscilla Suárez, Assistant Principal (Interim Acting), PS 157, District 7, Bronx
Dorothy Werner, ESL Coordinator (on leave)
Mannor Wong, ESL Teacher, IS 62, District 20, Brooklyn

Additional writers were:
Jack Gursky, ESL Staff Developer, District 20, Brooklyn
Joyce Tobman, ESL Teacher, PS 272, District 18, Brooklyn
Anita Rodríguez, New York City Teacher Centers Consortium/UFT, CS 150, District 12, Bronx
Marie Rodríguez, Bilingual/ESL Staff Developer, District 25, Queens

Section III of this manual, "ESL: Tying Theory to Practice," is adapted from the publications entitled *English as a Second Language Professional Development Manuals for Special Education Teachers* (1994), a project supervised and developed by Frances Segan, Ph.D., and Phyllis I. Ziegler of the Office of Bilingual Education. This methodology section is designed to be used both by general and special education teachers serving bilingual/ESL learners.

This manuscript was prepared for publication by Joyce McMaster, Principal Administrative Associate, with assistance from Thaina González, Office of Bilingual Education, and the Office of Instructional Publications, Nicholas A. Aiello, Ph.D., Director. Maria Maxwell was Project Editor. The cover was designed by Cor Hazelaar, who also formatted the document with assistance from Clemente Pierre, Henry Martínez, and Nathaniel Miller.

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Section I: Introduction

Overview

STARS for ESL—Strategies, Techniques And Resources: Meeting Higher Standards in Grades 6–8 is designed to enhance the achievement of intermediate and advanced bilingual/ESL learners. It incorporates interactive, content area, and literature-based approaches to second language acquisition.

STARS for ESL supports the implementation of the *New York City Curriculum Frameworks* for English as a Second Language and the content areas, and the *New Standards: Performance Standards in English Language Arts.* The New York City customized version of the *New Standards* will guide teachers and supervisors in their efforts to raise the performance of all students to nationally accepted levels of excellence.

STARS for ESL was developed in response to recommendations in the report entitled *New Beginnings: Ensuring Quality Bilingual/ESL Instruction in New York City Public Schools.* This report of the Chancellor's Bilingual/ESL Education Practitioners' Workgroup and Policy/Research Panels informed *STARS for ESL*, which is built on the following research-based assumptions about optimal learning conditions for students in bilingual/ESL instructional programs:

- Language is a *vehicle for learning all subjects.*
- Learning opportunities should *link familiar concepts to new ideas,* require the learner to *construct knowledge* through inquiry and dialogue, and *have real-life applications.*
- Students learn best when the school community acknowledges and respects their knowledge and *cultural and linguistic backgrounds.*
- The acquisition of *social language* takes far less time than the acquisition of *language for academic purposes.*

From these assumptions, a number of recommendations were derived, including the following:

- It is of utmost importance to communicate *high expectations* and provide *equitable opportunities* for all students to gain *full access to challenging curricula,* including the integration of *technology.*
- Bilingual/ESL education must involve students' *families* in school life.
- Instructional activities should create continuous opportunities for *discussion, collaborative learning, writing, debate, inquiry and research* using a wide variety of sources.

STARS for ESL promotes these goals, and helps teachers and supervisors implement them through diverse activities.

In order to make second language learning meaningful, students need to engage in ongoing purposeful experiences. *When teachers integrate concept development in the content areas with language instruction, students learn language for communication,* *acquiring knowledge, and evaluating experiences.* ESL should not be considered remediation. It is an academic discipline designed to allow students to acquire English language proficiencies across the major skill areas of listening, speaking, reading, writing, viewing, and critical thinking in a systematic and spiraling fashion.

One of the fundamental goals of this guide is to help students acquire not only social English, but also the *academic English that will make them more successful readers and writers, especially in the content areas.* A high level of English comprehension (listening and reading) and expression (speaking and writing) will enable them to meet the challenges of future study and work.

Bilingual/ESL students come to school with a wealth of linguistic and cognitive skills in their native language. The more literate students are in their native language, the more rapid their strides in English will be. ESL instruction systematically teaches students English while *capitalizing on their native language strengths.*

Although many bilingual/ESL learners are literate in their native language, others have had limited or interrupted formal schooling. Teachers are referred to the New York City Board of Education publication *Guide to ESL Literacy, Grades 4–8,* a rich instructional resource for the latter population. This guide is suggested for use with the companion native language guides available in Spanish, Chinese, and Haitian as part of a full bilingual program, or in a freestanding ESL program.

Teachers may also want to consult a number of professional publications for additional information on effective ESL classroom strategies. Many commercial ESL materials currently include a strand devoted to the needs of emergent-literacy students.

Teachers and supervisors are asked to remember that becoming literate in any language is a long-term process. Educators involved in literacy instruction for second language learners can build on students' strengths and interests in order to help them affirm their sense of self and achieve success in school and their new society.

How To Use This Guide

This manual is divided into three major sections:

SECTION I: INTRODUCTION

Overview—a description of the philosophical bases of *STARS for ESL.*

How To Use This Guide—a detailed treatment of the organization of this manual.

New York City Curriculum Frameworks: English as a Second Language (Grades 6–8)—a reprinting of the introductory material and expectations for the beginning, intermediate, advanced and transitional levels of ESL. *STARS for ESL* supports the content-based, literature-based and process-oriented first and second language instruction called for in these frameworks. Teachers should consult this reference section when establishing long-term goals for student achievement.

STARS Scope and Sequence—an overview of the *ESL Levels, Key Structures, ESL Strategies* and *Highlights* in each of the seven thematic instructional units. This page is a source of vital information for use in lesson planning and articulation with other teachers.

SECTION II: INSTRUCTIONAL UNITS

Each unit has the same basic format, with pages divided into two columns. In the left-hand column, teachers will find a reference by English proficiency level to the *New York City ESL Curriculum Frameworks* for grades 6–8 . Each unit has activities that bridge two levels. The first unit is beginning/intermediate. The next five units are on the intermediate/advanced levels. The final unit is advanced/transitional. When teachers preview a specific unit, they should choose the activities that support the framework expectations their students need help to meet.

The principal ESL methodologies used in each unit are listed under the heading *ESL Strategies,* each of which is treated in detail in Section III of this guide, *ESL: Tying Theory to Practice.*

The strategies listed under *Highlights* reflect current language arts practices that are effective with bilingual and ESL learners because they not only promote second language acquisition, but also directly prepare students for success in transitioning to the English language arts classroom.

Teacher Tips are more detailed explanations of some of the strategies and highlights in the unit, as well as further suggestions for implementation, reinforcement and follow-up. Additional space is provided under *Teacher Reflections* for personal notes on successful practices.

The right-hand column contains the major elements of the program:

Aim—the broadbased student outcome.

Content Objective—a more specific description of the skills that students will be developing.

Key Structures—the principal linguistic items presented and reinforced in the unit.

Key Vocabulary—words of principal importance in the unit.

Materials—the items a teacher will need to gather in advance of the lessons.

Motivation—a brief activity to pique student interest and elicit prior knowledge.

Procedure—a wide variety of sequenced activities for incorporating whole class, small group and individual participation. Cooperative activities are emphasized.

Extensions—suggestions for further student work that will capitalize on individual interests and provide reinforcement and review.

Evaluation—individual and group activities that help both teachers and students to assess learning and progress.

Adaptations—additional suggestions to modify activities and grouping for students with special needs.

Activity Sheets—classwork and homework to foster interaction and language development through contextualized practice. Activity sheets are cross-referenced in the *Procedure*. Students are encouraged to share their assignments with parents and caregivers.

Related Literature—a bibliography of fiction and non-fiction for extended reading opportunities that are linguistically and developmentally appropriate. Literature is a key element in the implementation of a strong ESL program.

SECTION III: ESL—TYING THEORY TO PRACTICE

This important part of the guide offers an extensive description of current *ESL methodologies and approaches*. It can serve as a basic reference for any teacher working with bilingual/ESL learners. Within this section, teachers will find other key topics such as *Assessment, Curricular and Instructional Adaptations for ESL in Special Education,* and *ESL Structures, Examples, Themes, and Functions*. This last piece, excerpted from the New York City Board of Education publication *Teaching English as a Second Language, Grades 3–8,* is the source of most of the *Key Structures* targeted in each unit. The wide variety of content-based activities is designed to support student acquisition of these linguistic items. In addition, the techniques such as role playing, interviewing, and using graphic organizers should serve as models for other units designed by teachers.

STARS for ESL was written by experienced ESL teachers and supervisors actively involved with bilingual/ESL learners in middle schools throughout New York City. It is the authors' hope that the units they created will be enjoyed by teachers and students, and will promote expanded literacy, greater self-knowledge, and an increased love of learning.

Curriculum Frameworks:

KNOWLEDGE, SKILLS, AND ABILITIES

English as a Second Language

Vision Statement

ENGLISH AS A SECOND LANGUAGE

In order to prepare English language learners for success, there is a need to base instructional programs on research-validated practices that promote linguistic and academic excellence, and build upon students' prior knowledge, educational experiences, skills, and talents. English as a Second Language (ESL) and bilingual programs offer students the opportunity to acquire second language proficiency and to become educated bilingual/bicultural adults. Students, educators, parents, and the community are partners in this process.

Educators should create culturally sensitive instructional environments in which all English language learners move toward realizing their personal, educational, and career goals. In order to do so, students must be able to communicate appropriately and effectively. ESL instruction, therefore, must serve as a focal point for the development of the linguistic, academic, and cognitive proficiencies that transfer to all disciplines.

In accord with the current national movement toward school reform and the adoption of rigorous, challenging standards for all students and the entire school community, ESL programs must aim for high standards that are developmentally appropriate and empower students to become productive, informed adults and lifelong learners in our democratic society.

Introduction

ENGLISH AS A SECOND LANGUAGE

Students whose native language is other than English enter the New York City public schools at every grade level throughout the school year. They come from all over the world and have a wide range of social, cultural, and academic experiences, assumptions, and expectations that may be substantially different from those of other students in New York City and the United States. These new students face many challenges and must overcome numerous barriers in order to succeed in their present and future endeavors.

Educators have learned through research and experience that when schools value the importance of students' native cultures and languages, and capitalize on students' prior knowledge as the foundation for continued learning, these students achieve and succeed.

What is English as a Second Language (ESL)?

ESL is an academic discipline designed to allow students to acquire English language proficiencies across the major skill areas of listening, speaking, reading, writing, viewing, and critical thinking in a systematic and spiraling fashion. ESL services necessarily encompass academic areas other than language arts, such as science, math, and social studies.

In addition, ESL instruction serves as a focal point for the introduction and reinforcement of the concepts of cross-cultural/multicultural understanding and social responsibility. Thus ESL instruction plays a major role in affording bilingual/ESL students the opportunity to acquire the English proficiency and the academic, cognitive, and cultural knowledge they need to become active participants in the larger society.

What are social language and academic language?

- Students in the early stages of language acquisition begin to acquire the *social language* that enables them to function conversationally and negotiate everyday situations.
- As students are increasingly exposed to content-based materials and literature, they begin to develop *academic language*. This expanded range of language skills enables them to succeed in the cognitively and academically demanding situations critical for school success.

Educators must remember that social and academic language are not separate aspects of language functioning. They are, rather, a continuum of applications along which students progress as they move through the various stages of second language acquisition. A review of each ESL Framework level in its entirety will illustrate the progressive and incremental nature of second language acquisition.

Research studies have indicated that the average English language learner may need between five and seven years of instruction to acquire academic language proficiency on a par with native speakers of English of the same age. Research has also shown that if students are already literate in their native language, these skills will form a base for English literacy. Therefore, it is incumbent upon teachers responsible for ESL instruction and other educators to activate students' prior knowledge and take into account students' native language literacy when designing instructional programs and selecting instructional materials.

What is the programmatic structure of ESL?

Students who are recent arrivals in the United States with little or no prior study of English are placed in the beginning level of ESL. They generally move to the intermediate level after one year of instruction. They then move on to the advanced and transitional levels as they acquire greater academic language proficiency. However, an increasing number of English language learners with interrupted or limited formal education are entering our schools at all grade levels. A dual literacy program is one of the instructional models that may be used to serve this population.

In elementary and middle schools, it is quite common to have a wide range of English language proficiencies in bilingual and ESL classes. Appropriate group, pair, and individual activities need to be implemented to capitalize on this heterogeneity while all students advance toward the expectations commensurate with their instructional level.

In the high schools, ESL classes are usually organized by levels of instruction: beginning, intermediate, advanced, and transitional. The majority of high schools follow this model, although variations exist.

Regardless of class organization models, there is a recognition at all grade levels that second language acquisition is a process and that students progress through various acquisition stages at their own pace. Teachers of ESL select specific methods and use specialized instructional materials to meet their students' needs.

How are the ESL Curriculum Frameworks organized?

Because students enter the school system at all grades with varying levels of English language proficiency, the ESL Frameworks are organized by grade clusters: Pre-K-2, 3-5, 6-8, 9-12, and by levels of instruction: beginning, intermediate, advanced, and transitional. The Transitional Level refers to the stage of English language development that forms the bridge to Language Arts in English.

	GRADE CLUSTERS			
	Pre-K-2	**3-5**	**6-8**	**9-12**
ESL LEVELS	Beginning	Beginning	Beginning	Beginning
	Intermediate	Intermediate	Intermediate	Intermediate
	Advanced	Advanced	Advanced	Advanced
	Transitional	Transitional	Transitional	Transitional

Each level of instruction is then described by a series of expectations that are identified by categories appropriate to the grade cluster:

- Nature of Language
- Social Language
- Academic Language
- Listening
- Speaking
- Reading, Viewing
- Writing
- Technology
- Critical Thinking
- Research
- Bilingualism/Multicultural Understanding
- Social Responsibility
- Assessment

Who should use the ESL Frameworks?

The ESL Frameworks are intended for use across the disciplines in both bilingual/ESL and monolingual general and special education. Teachers at all grade levels should use appropriate ESL methodologies including the integration of the visual and performing arts and technology. In this way, teachers will make their instruction more comprehensible while contributing to the English language acquisition and academic success of their students.

The ESL Frameworks, as do the Language Arts Frameworks, reflect the philosophy of integrated, content-based, literature-based, and process-oriented instruction. Accordingly, expectations of English language learners, particularly at the advanced and transitional levels of ESL instruction, will begin to parallel and eventually merge with those outlined in the Language Arts Frameworks.

Grades 6–8

ENGLISH AS A SECOND LANGUAGE

Beginning Level

Students will

- acquire basic vocabulary, syntax (e.g., singular/plural, word order, tense), and sound/intonation patterns of English through integrated, contextualized activities in listening, speaking, reading, and writing. (Nature of Language)
- understand and carry out classroom routines and participate in instructional activities with contextual support. (Social Language, Academic Language)
- respond to spoken language with appropriate nonverbal communication (e.g., gestures and facial expressions) and actions (e.g., point, pantomime, draw, match). (Listening)
- express needs and feelings through social interactions, using nonverbal communication, one- or two-word utterances, learned phrases, and short sentences. (Speaking, Social Language)
- participate in content area activities, using nonverbal communication, one- or two- word utterances, learned phrases, and short sentences. (Speaking, Academic Language)
- listen to, read, and respond to both adapted and non-adapted stories, passages, and other visual and written materials. (Reading, Viewing)
- select books for their personal pleasure and interests. (Reading)
- record information and experiences with assistance, as they learn to use basic English writing conventions. (Writing)
- become familiar with instructional technologies to acquire linguistic and cultural knowledge. (Technology)
- identify problems and list solutions. (Critical Thinking, Research)
- reinforce positive self-identity within the school and community, share knowledge of home cultures and languages by building on common experiences. (Bilingualism, Multicultural Understanding)
- begin to internalize and follow the conventions of behavior appropriate to groups in school and the community. (Social Responsibility)
- demonstrate linguistic and academic development through an array of informal and formal methods used in schools in the United States including teacher observations, oral interviews, portfolios, self-assessment, peer evaluation, and tests. (Assessment)

Grades 6–8

ENGLISH AS A SECOND LANGUAGE

Intermediate Level

Students will

- acquire intermediate vocabulary, syntax (e.g., singular/plural, word order, tense), and sound/intonation patterns of English through integrated, contextualized activities in listening, speaking, reading, and writing. (Nature of Language)
- comprehend and participate in instructional activities for language development with contextual support across the content areas in varied settings. (Social Language, Academic Language)
- demonstrate increased comprehension by listening for key words and ideas, and requesting clarification of instructions and information. (Listening, Social Language, Academic Language)
- express interests and opinions through social interactions, using appropriate vocabulary in short phrases and sentences. (Speaking, Social Language)
- recall and retell information based on content area activities, using appropriate vocabulary in short phrases and sentences. (Speaking, Academic Language)
- listen to, read, and extract meaning from both adapted and nonadapted stories and short passages, poems, and a variety of visual and print sources. (Reading, Viewing)
- select stories, poems, trade books, magazines, and other reading material for enjoyment and information and to extend academic knowledge. (Reading)
- organize and develop with assistance short, guided, and original pieces, based on their experiences, ideas, literature, and content-based readings while developing English writing skills. (Writing)
- use instructional technologies to gain linguistic, cultural, and academic knowledge. (Technology)
- compare and contrast solutions to different problems. (Critical Thinking, Research)
- build self-esteem, share knowledge of home cultures and languages, and develop multicultural awareness in the classroom and community. (Bilingualism, Multicultural Understanding)
- use appropriate outlets for expression of their opinions and feelings. (Social Responsibility)
- demonstrate linguistic and academic development through an array of informal and formal methods used in schools in the United States including classroom observations, oral interviews, portfolios, self-assessment, peer evaluation, and tests. (Assessment)

Grades 6–8

ENGLISH AS A SECOND LANGUAGE

Advanced Level

Students will

- use richer vocabulary and demonstrate greater control of the syntax of English through integrated, contextualized activities in listening, speaking, reading, and writing. (Nature of Language)
- obtain, process, and provide information, choosing language based on audience and purpose. (Social Language, Academic Language)
- use active listening strategies to comprehend oral communication in a variety of formal and informal situations. (Listening, Social Language, Academic Language)
- develop ideas on a variety of topics, combining learned phrases and other vocabulary to convey complete thoughts. (Speaking, Social Language)
- paraphrase information related to content area activities, using varied sentence structure and descriptive vocabulary. (Speaking, Academic Language)
- gain and apply information by exploring adapted and nonadapted literature, content area materials, and a variety of visual and print sources. (Reading, Viewing)
- select books and other reading materials from a variety of genres to meet specific personal and academic needs. (Reading)
- organize and develop a range of fiction and nonfiction texts as they apply their knowledge of English writing conventions. (Writing)
- explore instructional technologies to extend linguistic, cultural, and academic knowledge. (Technology)
- clarify and propose solutions to problems, and give reasons for opinions. (Critical Thinking, Research)
- examine and describe similar and different aspects of their community's cultures and languages, American culture, and cultures from around the world. (Bilingualism, Multicultural Understanding)
- communicate effectively to resolve conflicts nonviolently. (Social Responsibility)
- demonstrate linguistic and academic development through an array of informal and formal methods including classroom observations, portfolios, self-assessment, peer evaluation, and tests. (Assessment)

Grades 6–8

ENGLISH AS A SECOND LANGUAGE

Transitional Level

Students will

- demonstrate effective use of informal and formal language and the syntax of English through integrated, contextualized activities in listening, speaking, reading, and writing. (Nature of Language)
- obtain, process, and evaluate information, choosing language based on audience and purpose. (Social Language, Academic Language)
- use active listening strategies to make linguistically and academically challenging situations comprehensible. (Listening, Academic Language)
- initiate and sustain conversations on a variety of topics, using extended vocabulary and more complex sentence structure. (Speaking, Social Language)
- analyze information, using content-specific vocabulary and varied sentence structure. (Speaking, Academic Language)
- develop their own responses to literature and content area materials, and support them by reference to details in the work. (Reading, Viewing)
- appreciate and learn from a variety of genres, based on interests and academic needs. (Reading)
- plan and produce a range of texts, using appropriate styles and formats to fulfill a variety of functions. (Writing)
- apply instructional technologies to access information and communicate effectively. (Technology)
- select, evaluate, and use various research sources to explore and solve problems. (Critical Thinking, Research)
- respect and appreciate similar and different aspects of their community cultures and languages, American culture, and cultures from around the world. (Bilingualism, Multicultural Understanding)
- communicate effectively to resolve conflicts non-violently. (Social Responsibility)
- demonstrate linguistic and academic development through an array of informal and formal methods including classroom observations, portfolios, self-assessment, peer evaluation, and tests. (Assessment)

STARS SCOPE AND SEQUENCE

Units	ESL Levels	Key Structures	ESL Strategies	Highlights
My Neighborhood and Beyond: Linking Our Communities	Beginning/Intermediate	Prepositions of Place Simple Present Tense Present Continuous Tense Simple Past Tense	ESL in the Content Areas: Geography Information Gap	Map Skills Graphic Organizer: Word Web Problem Solving
Home and School: Family and Friends	Intermediate/Advanced	Simple Past Tense Capitalization Punctuation Complex Sentences	Natural Approach Role Play Guided Composition	Letter Writing Writing Process Letters in Literature
Identity: Personally Speaking	Intermediate/Advanced	Descriptive and Comparative Adjectives Infinitives Modal: would	Gestures Realia and Visuals Language Experience Approach	Poetry Graphic Organizers: Venn Diagram, Word Web
The World Around Us: Mexico	Intermediate/Advanced	Descriptive Adjectives Antonyms Pronoun Antecedents	Natural Approach Language Experience Approach ESL in the Content Areas: Geography	Map Skills K-W-L Technique Art Music
Making the Connection: Achievements	Intermediate/Advanced	Interrogatives Possessive Nouns Present Perfect Tense Complex Sentences	Language Experience Approach Natural Approach	Oral History Time Line Interviewing Techniques
America, the Beautiful	Intermediate/Advanced	Prepositions of Place Comparative Adjectives Parts of Speech Interrogative: whose Possessive Pronouns Object Pronouns Active and Passive Voices	ESL in the Content Areas: Geography Music Vocabulary Chart Slotted Sentences Jazz Chants	Cooperative Learning Graphic Organizers Class Atlas Research
Dreams: Langston Hughes	Advanced/Transitional	Simple Past Tense Tag Questions Figurative Language	Natural Approach Framed Sentences Choral Reading Jazz Chants	Poetry/A Poet Study Whole Language Graphic Organizers: Web, Bar Graph, Time Line

Section II: Instructional Units

MY NEIGHBORHOOD AND BEYOND: LINKING OUR COMMUNITIES

ESL Framework Focus

- Grades 6-8
- Beginning/Intermediate
- Identify your students' ESL levels.
- Select appropriate ESL Framework expectations.
- Choose objectives and activities from this unit to help meet those expectations.

ESL Strategies

- ESL in the Content Areas: Geography
- Information Gap

Highlights

- Map Skills
- Graphic Organizer: Word Web
- Problem Solving

Teacher Tips

- In an "information gap" activity, one student has information that another student needs in order to solve a problem or answer a question. Information gap activities encourage student-to-student interaction as they use language in an enjoyable context. Students internalize the structures of English as they communicate in order to complete a task.

Aim

To recognize the importance of facilities and features of the local community

Content Objective

Students will obtain and analyze information from a community map.

Key Structures

Prepositions of place: in, on, at, next to, between, etc.
Verbs: simple present: I walk to school every day.
present continuous: I'm walking to the library now.
simple past: I walked to the post office yesterday.

Key Vocabulary

neighborhood
community
borough
city
suburb

town
country
urban
rural

north
south
east
west

Brooklyn
Bronx
Manhattan
Staten Island
Queens

Materials

New York City map, teacher-made street map of the school's neighborhood, picture dictionaries

Motivation

Display a map of New York City and ask students to identify it. Have one student locate your borough and another student point to the neighborhood in which your school is located. Then have students name some places and buildings found in your community. List them on a chart or the chalkboard. Differentiate between community resources (e.g., park, church, library, post office, police station, etc.) and businesses.

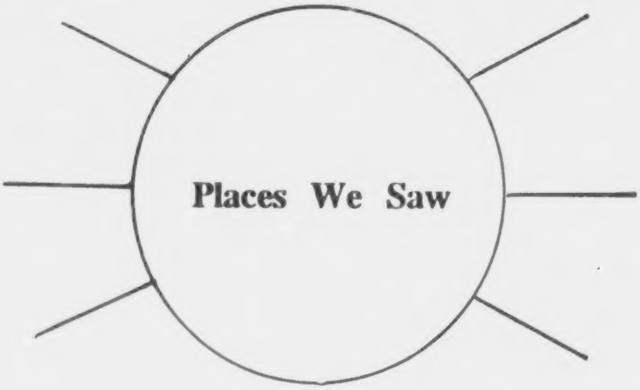
Procedure

- Prepare the class for a walk through the neighborhood. Draw a simple map of your school's neighborhood. Leave blank spaces for students to label streets, businesses, community

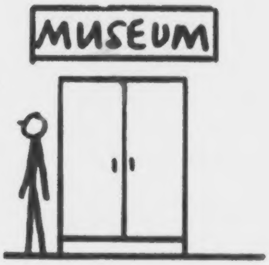
Teacher Reflections

resources. Make copies of this neighborhood map for each student. Discuss with students what to look for on the walk.

- During the walk, point out businesses and community resources and have students label them on their maps. Be sure to start with your own school!
- As an alternative to having students label their own neighborhood maps, have some students tally the number of times they see various facilities and features: public phones, restaurants, apartment houses.
- After returning to the classroom, use the information from the students' maps to create a large class map of your school's neighborhood. Use the data from the walk to recall the various places seen. For example, include grocery stores, parks, pharmacies, bus stops, subway stations, etc.
- Ask students, "How many restaurants did you see?" Write the sentence "I saw ______ restaurants." Do this for each type of place. (number)
- Ask students, "What did you see on the walk?" Model the creation of a word web:



Give each student a piece of 8 ½" x 11" unlined paper. Tell students to fold it in half twice to make four boxes. In each box, they should illustrate and label a place they saw on the walk, e.g., a restaurant, an elevated train track, a bodega, a beauty salon. Have students cut out their pictures and glue them in an appropriate place on the class neighborhood street map.



- Referring to the neighborhood map, describe the location of the school, reviewing prepositions of place: e.g., "We live *in* Manhattan. Our school is *on* 105th Street. It's *at* 150 West 105th Street."

- Have students take turns coming up to the large neighborhood map to describe the location of the school and other landmarks, e.g., "The newspaper store is *next to the supermarket.*" Allow students who live near the school to locate their own homes on the map: "I live *at* ______. It's *between* _______ and _______."

- Students may work on Activity Sheet 1 which refers to their own homes. Have students complete Activity Sheet 2 in preparation for the next step.

- Using the map on Activity Sheet 2, create an information gap game for pairs of students. Have student A describe a starting point and a route while student B traces the route on his or her neighborhood map. Model the process for the class. For example:

A: I'm starting at the corner of Amsterdam Avenue and 106th Street. Now I'm walking two blocks south to 104th Street. Now I'm turning to the right and looking at a store on the corner. Where am I?

B: You're at the fruit and vegetable market!

A: Yes.

Student A can ask student B to retrace his or her steps. This will elicit the simple past tense and provide an opportunity to review prepositions and sequence words.

A: Do you remember where I walked?

B: Yes, you started at the corner of Amsterdam Avenue and 106th Street. Then you walked two blocks to 104th Street. After that you made a right and looked at a store on the corner. It was the fruit and vegetable market.

MY NEIGHBORHOOD AND BEYOND: LINKING OUR COMMUNITIES

Teacher Tips

- Prepare students thoroughly for field trips. Get permission from supervisors before scheduling any trip. All trips must have educational content.

- Using Activity Sheet 3 as a base, model a short dialogue between a lost person and a police officer. The lost person is asking for directions to his/her home. Have students take turns acting out the dialogue. Write a short version on an experience chart, incorporating students' ideas. Use the chart for choral and individual oral reading.

- Activity Sheets 4 and 5 may be assigned for classwork or homework.

Extensions

- Label the classroom walls north, south, east, and west.

- Create a bulletin board depicting New York City landmarks. Staple postcards and magazine pictures onto a NYC map. Attach yarn and connect landmarks to map locations.

- Teach songs about a city, suburb or town, e.g., John Cougar Mellencamp's song entitled "Small Town," Frank Sinatra's "New York, New York," and Bruce Springsteen's "Philadelphia." Discuss the message of the lyrics. Ask students if they know any songs about places in their countries of origin.

- Add traffic signs and signals to maps. Discuss their importance.

- Have the class visit a community resource such as the library. Write a language experience story in which students recount the visit in their own words.

- Make a "junk" poster from discarded bottle caps, paper curls and other found items pasted on letter outlines with messages such as RECYCLE, RE-USE or PICK UP.

Evaluation

Have students complete the following sentences:

I live at _________. My street is
between __________ and __________.
My neighborhood is called __________.
I live in the borough of __________, in the
city of __________. The other four
boroughs are called _________, __________,
__________, and __________.

Teacher Reflections

- Using the format above, have students explain and locate where a friend or relative lives in another community, state or country. Change the format above, as needed. This activity may be done orally or in written form.

- Using visual aids and realia, elicit from students the problems that arise as a result of careless treatment of their neighborhood. Record problems on a chart. Then have students suggest possible solutions to these problems. Record their solutions on the chart, too.

Problems	**Solutions**
The streets are dirty.	Throw papers in garbage cans.
There is graffiti on the building.	Paint over the graffiti.
The vacant lots are ugly.	Remove the litter and weeds.

Teacher Tips

Social behavior is an important topic for ongoing discussion, especially for students in the middle grades.

- Have students make "Do Not Litter" brochures. Have them tell why it is important to keep the community clean. Include a list of do's and don'ts that reflect appropriate social behaviors, e.g.:

(+) **Do's** (+)	(-) **Don'ts** (-)
Say thanks	Litter
Clean up	Spit
Help others	Push
Offer your seat	Curse
Smile	Fight

Prepare brochures on a computer, if possible. Post brochures on school bulletin boards.

Adaptations

- Clarify difficult vocabulary by providing simple definitions for each word, as well as picture cards and picture dictionaries.
- Pair students with different abilities and have them quiz each other on their knowledge of target vocabulary.
- Play a videotape about New York City showing some of its businesses, community resources and the diversity of the people who live here.
- Play a cassette of city sounds and have students identify them (e.g., ambulance, subway trains, dogs barking, and children playing).
- Take pictures of the class while on the neighborhood walk, especially in front of businesses and community resources. Develop photos and have students write captions for each. Have the students list the purpose of each site.
- Have students dictate to each other a description of the path they take when they walk or travel to school. Pair a more English-proficient student with a newcomer.

Name ____________________ **Date** ____________________

My Neighborhood and Beyond: Linking Our Communities

Activity Sheet 1 - Providing Directions to a Friend

Directions: Read and answer the questions.

1. Where do you live? ____________________________________

____

2. Where is your school? ____________________________________

____

3. Draw a map in the space below showing a friend how you get to school.

4. Write a description of the trip from your house to school. How do you get from school to your house? ____________________________

____

____

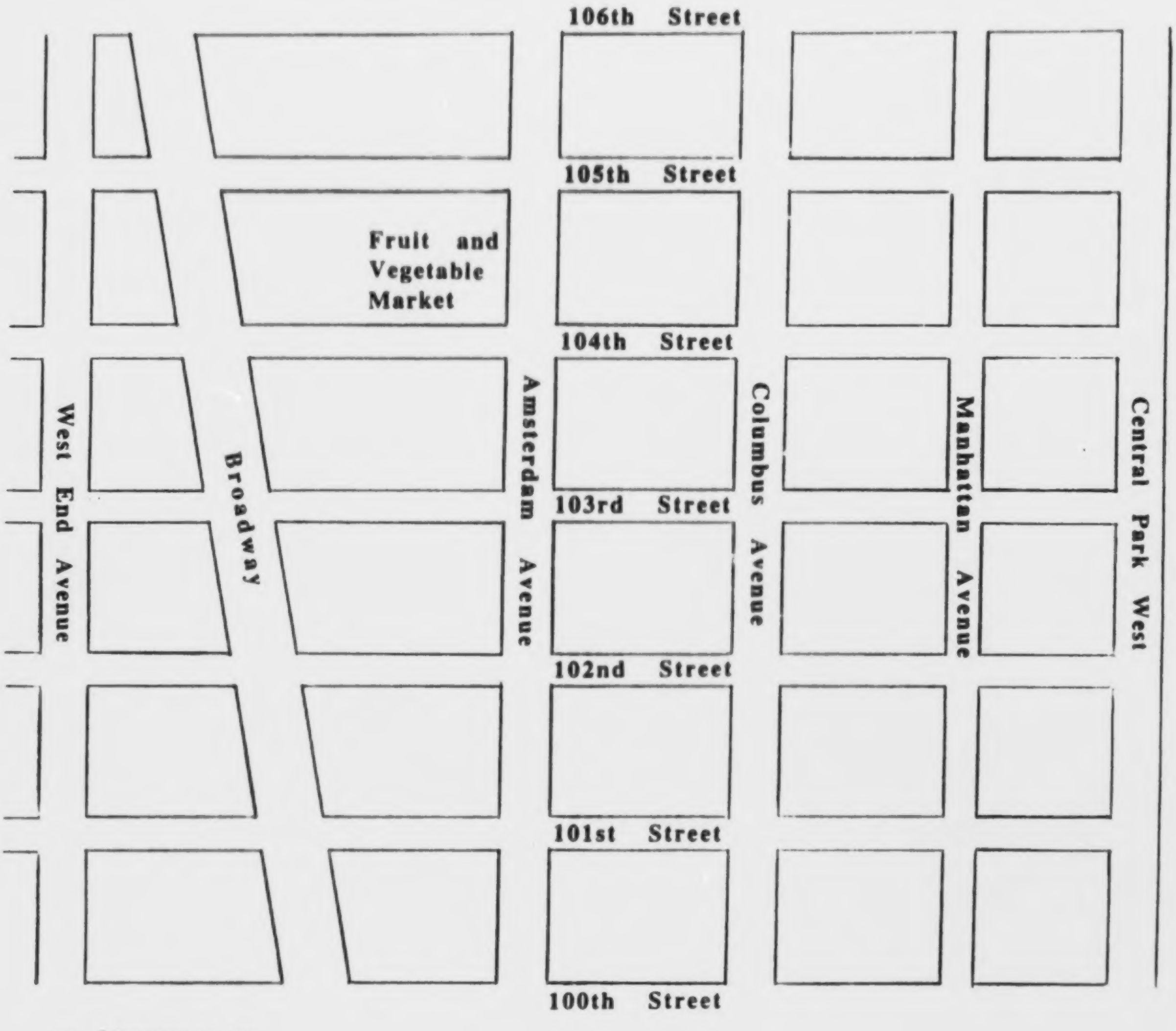
Name ______________________ **Date** ____________________

My Neighborhood and Beyond: Linking Our Communities

Activity Sheet 2 - A Neighborhood Map

Directions: Design your own community by filling in this sample neighborhood map with community resources, businesses and other features, such as the Fruit and Vegetable Market on the corner of Amsterdam Avenue and 104th Street. Choose from the following list and use your imagination to add additional features to this community:

- library
- mailbox
- park
- police station
- bodega
- deli
- pharmacy
- supermarket
- video store
- subway stop
- bus stop
- pay telephone
- church
- mosque
- synagogue


106th Street
105th Street
Fruit and Vegetable Market
104th Street
103rd Street
102nd Street
101st Street
100th Street
West End Avenue
Broadway
Amsterdam Avenue
Columbus Avenue
Manhattan Avenue
Central Park West

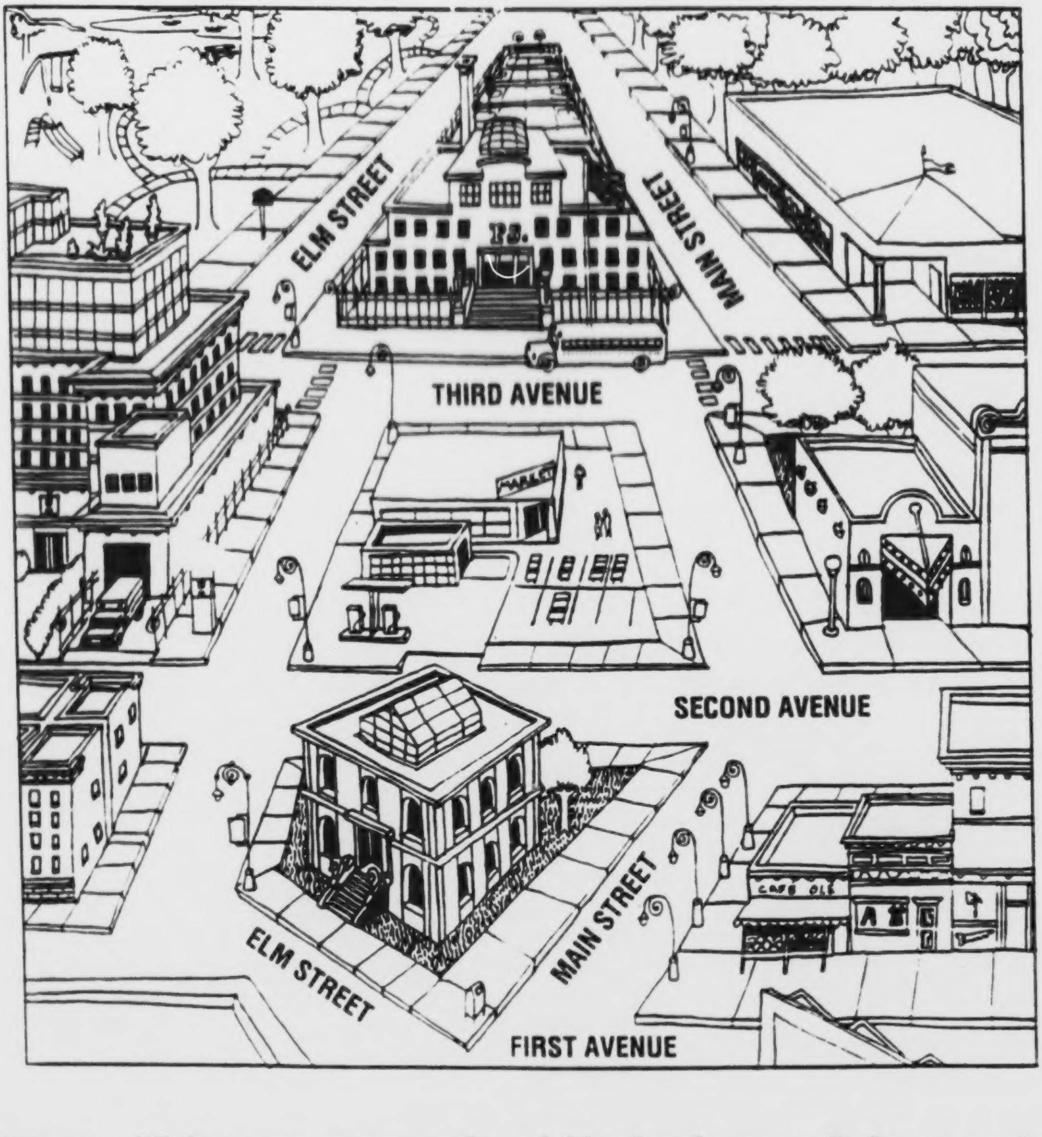
34

Name ______________________ **Date** ____________________

My Neighborhood and Beyond: Linking Our Communities

Activity Sheet 3 - Sample Neighborhood Map

Directions: Study the map. Work in pairs. Use sticky notes to give names to all the stores and buildings. Ask each other questions: Where's the school? It's on Third Avenue. Where's the gas station? It's next to the market. Where's the park? It's on Elm Street.


ELM STREET
MAIN STREET
P.S.
THIRD AVENUE
MARKET
SECOND AVENUE
CAFE OLE
ELM STREET
MAIN STREET
FIRST AVENUE

Bonus: Make your own sample neighborhood map. Refer to a picture dictionary for ideas.

BEST COPY AVAILABLE

Name ________________________ **Date** ____________________

My Neighborhood and Beyond: Linking Our Communities

Activity Sheet 4 - MAKING OUR COMMUNITIES THE BEST THEY CAN BE

Do you want to make the place where you live better? Many people do. They work hard to make their communities the best they can be.

Some people are willing to give their free time to help others. They volunteer and don't get paid. Some volunteers work in hospitals and schools, or patrol streets. Hospital volunteers cheer up patients and try to make them comfortable. School volunteers work with children. They give them extra help in reading and math. They try to make the schools better. Neighborhood volunteers patrol the streets and alert the police if there is trouble.

If you would like to make your neighborhood better, get started today. Where will you start? What will you do first?

Directions: Read and answer the following questions.

1. How can you make your community the best it can be?

____

____

2. How can you help to keep your community clean and safe?

____

____

3. What kind of volunteer work can you do?

____

____

4. What programs or activities can your community sponsor to promote unity and harmony?

____

____

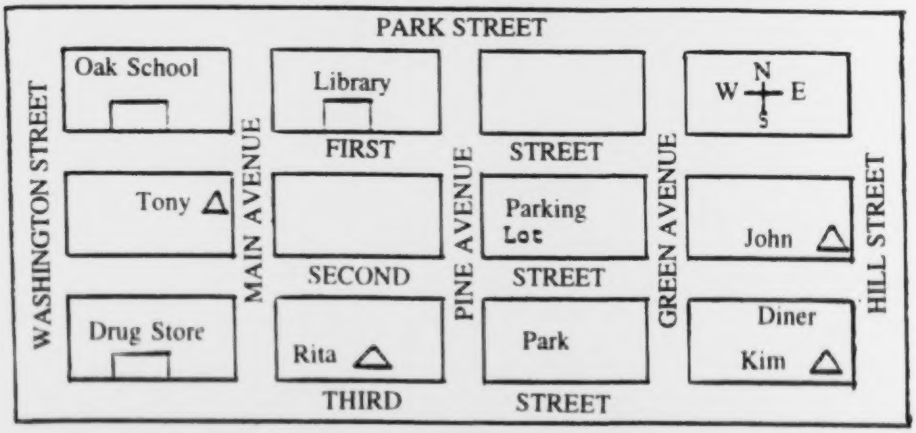
Name ______________________ **Date** ________________

My Neighborhood and Beyond: Linking Our Communities

Activity Sheet 5 - Map Skills

Directions: Using the map, follow the directions, and write a sentence describing your destination. Be sure to use cardinal points in the upper right hand corner.

A CITY MAP


PARK STREET
Oak School
Library
N
W
E
S
WASHINGTON STREET
MAIN AVENUE
FIRST
STREET
PINE AVENUE
GREEN AVENUE
HILL STREET
Tony
Parking Lot
John
SECOND
STREET
Drug Store
Rita
Park
Diner
Kim
THIRD
STREET

1. You are leaving the park on the Pine Avenue side. Walk up Pine Avenue and make a left on First Street. You stop at the building on First Street between Pine Avenue and Main Avenue. Look to the right.

   Where are you? ______________________

2. You are coming out the diner on to Second Street. Walk left until you come to Main Avenue. Go north along Main Avenue to First Street. Make a left and walk a half a block.

   What building is there? ______________________

3. You are leaving Rita's house. Walk east along Third Street to Green Avenue. Make a left and go to Second Street. Walk east to the corner of Hill Street.

   Whose house is there? ______________________

4. You are exiting the parking lot on to First Street. Go west to Main Avenue. Go south on Main Avenue to Third Street. Make a right on Third Street and walk a half a block.

   Where are you? ______________________

Related Literature - My Neighborhood and Beyond: Linking Our Communities

Burton, Virginia Lee. *The Little House*. Boston: Houghton Mifflin, 1942, 1978.

Bundt, Nancy. *The Fire Station Book*. Minneapolis, MN: Carolrhoda Books, 1981.

Gibbons, Gail. *Department Store*. New York: Harper and Row (Thomas Y. Crowell), 1984.

Gibbons, Gail. *Fill it Up! All about Service Stations*. New York: Harper and Row, 1985.

Hall, Donald. *The Ox-Cart Man*. New York: Penguin (Puffin Books), 1979, 1983; Live Oaks Media, 1989 (school edition includes 4 paperbacks, a cassette and teacher's guide).

Hoban, Tana. *I Read Symbols*. New York: Greenwillow Books, 1983.

Jakobsen, Kathy. *My New York*. New York: Little, 1993.

Knowlton, Jack. *Maps and Globes*. New York: Harper and Row, 1985.

Lamorisse, Albert. *The Red Balloon*. New York: Doubleday, 1956, 1978.

Sobol, Donald. *Encyclopedia Brown, Boy Detective*. New York: Bantam Books, 1963, 1978.

HOME AND SCHOOL: FAMILY AND FRIENDS

ESL Framework Focus

- Grades 6-8
- Intermediate/Advanced
- Identify your students' ESL levels.
- Select appropriate ESL framework expectations.
- Choose objectives and activities from this unit to help meet those expectations.

ESL Strategies

- Natural Approach
- Role Play
- Guided Composition

Highlights

- Letter Writing
- Writing Process
- Letters in Literature

Teacher Tips

- Encourage students to write letters as a way to communicate with others. Introduce English writing conventions for them to incorporate into their letters. It is important for students to send the letters they write in order to make the experience authentic. This can be done by interclass mail, regular mail or by e-mail.
- Letter writing provides a good opportunity to contextualize penmanship practice. Stress the importance of neatness and good handwriting.

Aim

To understand informal and formal writing for a variety of purposes

Content Objective

Students will write cards, invitations, friendly letters and business letters.

Key Structures

Verbs: simple past tense - saw, went, ate, wrote, etc.
Capitalization: names, months, days, places, etc.
Punctuation: period, comma, colon
Complex sentences

Key Vocabulary

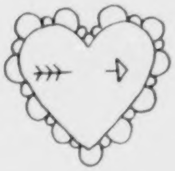
date
indentation
salutation
body
complimentary close
signature

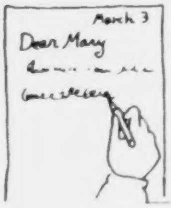
Materials

pencils, pens, markers, paper for greeting cards, notes and letters

Motivation

- Show the class a sample greeting card from a friend or relative. Discuss the purpose of greeting cards. Ask them "when do we send cards?" and "when do we send letters?" Ask students to categorize different kinds of cards, such as birthday, Valentine's Day, and get well. List their responses on the board.





- Have the class write a card to someone of their choice in the school to express thanks or appreciation, give a suggestion, make a request, express congratulations, show concern (e.g., "Get well" for a classmate or friend who is ill), or tell someone they all miss him or her. Have students suggest different people they would like to write to. Record their suggestions, and have them narrow the list to the three most popular suggestions. Then have them vote on their final choice. Now they each should write an informal, personal message on one sheet of construction paper in order to make a class card.

Procedure

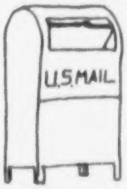
- Display a chart with the letter below that will reinforce the parts of a friendly letter. Do not write the labels at first. Contrast the letter with the class card they have just completed.

	February 28, ____	**Date**
Salutation	Dear Grandma,	
Indentation	Thanks for sending me the red sweater. It fits perfectly and I'm going to wear it a lot.	**Body of letter**
	Hope to see you during spring vacation.	
	Thanks again.	
	Love,	**Complimentary close**
	Daniel	**Signature**

- Give students the same model letter indicating the correct format of a friendly letter, including date, salutation, body and complimentary close. Elicit from them why each part is important. Have them label their copies.

Teacher Tips

- Contextualized practice is essential to the development of literacy skills.
- Modeling journal writing along with students gives them the message that you believe in this literacy activity. Keeping a diary or journal can turn into a lifelong writing habit.
- Think of times that receiving a friendly letter has meant a lot to you. Share these thoughts with your students.



- Name the parts of a letter and have volunteers identify them on the chart. Write in the labels. Review different ways of writing the date, and have students work with a partner to write each other's birthdates (e.g., September 19, 1984 or 9/19/84). Contrast this style with the way dates are written in some countries, i.e., month, day, year. Emphasize that in letters, we usually write out the month, which always starts with a capital letter.
- Ask the class, "Are there other words you can use at the beginning or end of a letter?" Write suggestions on another chart to post in the classroom. Provide them additional choices, and discuss when they should be used.

Dear ____________,
Dear Mr. ____________,
Dear Ms. ____________,

Sincerely,	Love,
Yours truly,	With love,
Your friend,	With affection,
Your pen pal,	Fondly,
Regards,	

- Guide students through the process of composing a brief friendly letter on chart paper. Encourage volunteers to dictate sentences. As you record their contributions, review the proper placement of date, salutation, body and complimentary close.
- Have students write a first draft of a friendly letter. Offer comments of support while helping them revise their letters.
- Show students how to address an envelope: name of the person or company, street address, city or town, state and zip code should be written in the lower middle of the envelope toward the right. Discuss the placement and importance of the return address.

Sample Envelope

Anne Jones
23 Elm Street
Maplewood, NJ 01322

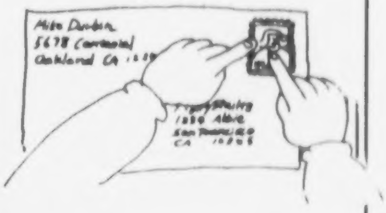
Stamp

Ms. Carole King
1900 Lake Street, Apt. 5E
Chicago, IL 60615

Teacher Tips

- Business letters may be typed or done on a word processor.
- Motivate ESL students by finding opportunities for them to type friendly letters also. Make sure they have equal access to school computers.
- Have students write drafts, get feedback and then revise their letters through pair work and individual review.

Teacher Reflections



- Ask students to volunteer their reasons for choosing different salutations/closings. Remind students that in a friendly letter salutations and closings are always followed by a comma.
- Ask students what salutations and closings they would use in their native language. Have them list some of these on the board. Ask, "Do they mean the same thing as English salutations and closings, or are they different?"
- Role play meeting or telephoning a classmate, friend, relative or famous person. How is writing to them different?
- Have pairs of students read each other's sample letters. They should ask questions and make comments about content. After an exchange, students may revise and copy over letters, making additions in content and improvements in form.
- Assign Activity Sheets 1-4 for classwork and homework. These card and letter outlines will give students guided practice in writing varied messages.
- Use a literature book to further introduce note and letter writing. Sarah, Plain and Tall, for example, features letters in its plot.
- Have students write letters to an author whose book they have enjoyed. Authors often write back.

Extension

- Have students write a business letter to someone in order to explain a problem or make a complaint. Provide students with common phrases used in business letters.

  Example: Pretend you have received a bill with errors from a clothing company. It is important that you explain the mistake.

Teacher Reflections

__________ **Your address**
____
__________ **Today's date**

Inside address
ABC Company
24 Main Street
Ames, Iowa 93211

Dear Sir or Madam:

There is an error in my bill. I paid this bill by check on (date). I have enclosed a copy of my canceled check and the bill with my account number circled.

Please credit my account as soon as possible, and send me a corrected statement.

Thank you for your kind attention to this matter.

Yours truly,

__________ **Signature**

- Create a classroom mailbox.
- Provide opportunities for students to write letters to "pen pals" in other classes.
- Letter writing can be done through e-mail and on the Internet. Students can have their own mailboxes and exchange messages with "e-mail pals" in their own community and internationally. E-mail messages tend to be brief, "telegraphed" speech. Discuss when it is appropriate to use a less formal or more formal writing style.
- Create a class bulletin board of letters and answers. Colorful stamps can add to the display. Encourage students to bring in canceled stamps from other countries.
- Encourage students to hand deliver or mail letters. Suggest that if they write many letters they will be likely to receive replies. Remind them to write to relatives in their or their parents' homelands. Literacy skills in more than one language should be supported.

Teacher Reflections

- Ask students to price greeting cards. What does an average card cost? How much does it cost with sales tax? How much can they save by making cards for friends and family?
- Have student save cards they and their families have received. They can cut them up to make a class collage or recycle them in new and different ways. The messages and poems can be read and favorite ones can be saved in a notebook.

Adaptations

- Motivate students to write by providing oak tag and colorful markers to create postcards, and by using interesting stationery. Students may design stationery on the computer.
- Authentic writing opportunities will arise at holidays throughout the year. Have students create notes and cards for various occasions.
- Encourage students to write letters to friends, relatives, neighbors, or pen pals associated with community organizations or establishments (e.g., senior citizens' centers, veterans' hospitals).
- Students with visual impairments tape record a letter to a friend or family member in another country or city.

Name ______________________ Date ________________

Home and School: Family and Friends

Activity Sheet 1 - Writing Cards

- Write a Valentine's Day card.
  Choose some of these lines
  or write your own thought.

1. You're my sweetheart.
2. I love you.
3. Sending you
   Valentine's Day greetings.

- Make a party invitation.
  Include the date, time, and place.
  Indicate what kind of party it will be.

1. November 12, ___, 8:00 p.m.
   April 15, ____, 3:30 p.m.
2. My house
   Alice's Restaurant
   Lone Star Cafe

Bonus: **What does RSVP mean on an invitation? Do some research to find out.**

Name ______________________ **Date** ______________________

Home and School: Family and Friends

Activity Sheet 2 - A Friendly Letter

Directions: Compose a letter to a friend using the following outline.

____

____

____

Dear ______________________,

Today in school I ______________________

____

____

Sometimes I like ______________________

because ______________________

I hope we get to ______________________ because ______________________

____

When I write in English, I ______________________

____

____

____

Your friend,

____

Name ______________________________ **Date** ____________________

Home and School: Family and Friends

Activity Sheet 3 - Recounting a Trip Around the City or Out of Town

Directions: Complete this letter to a friend or relative about a place you recently visited in New York City or out of town.

____
____
____

Dear ______________________,

How are you? I'm fine. I want to tell you about something special I did. __________

I wore ______________________________

We saw ______________________________

The thing I'll remember most ______________________________

Please write to me soon and tell me what is happening in your life. I miss you.

Love,

____

Name ______________________________ **Date** ____________________

Home and School: Family and Friends

Activity Sheet 4 - Not Just English!

Directions: Complete the following letter to a pen pal describing the advantages of knowing two languages.

____

____

____

Dear ________________________,

I love to talk to different people. Besides English, I also speak ________________.

This language is easy for me because ____

____

____

Knowing two languages is helpful because ________________________________

____

____

____

I wish everybody knew two languages! It's fun.

Your friend,

____

Banks, Lynne Reid. *Indian in the Cupboard*. New York: Doubleday, 1980.

MacLachlan, Patricia. *Sarah, Plain and Tall*. New York: Harper and Row, 1985.

Munsch, Robert. *Love You Forever*. Ontario, Canada: Firefly Books Ltd., 1986.

Paterson, Katherine. *Bridge to Terabithia*. New York: Harper and Row (Thomas Y. Crowell), 1977, 1987.

Silverstein, Shel. *The Giving Tree*. New York: Harper and Row, 1964, 1988.

Spier, Peter. *Bored - Nothing to Do!* New York: Doubleday, 1978, 1987.

IDENTITY: PERSONALLY SPEAKING

ESL Framework Focus

- Grades 6-8
- Intermediate/Advanced
- Identify your students' ESL levels.
- Select appropriate ESL Framework expectations.
- Choose objectives and activities from this unit to help meet those expectations.

ESL Strategies

- Gestures
- Realia and Visuals
- Language Experience Approach

Highlights

- Poetry
- Graphic Organizers:
  Venn Diagrams
  Word Webs

Teacher Tips

- Choral reading allows all students to hear the poem and participate at their own level. It usually precedes reciprocal or paired reading.
- Reciprocal reading allows students to take turns reading to each other within a small group. This provides aural/oral practice for all.
- Introduce various styles of poetry to students, e.g., limericks, haiku, on an ongoing basis.

Aim

To use poetry as a springboard for defining oneself.

Content Objective

Students will analyze the meaning of a poem and identify its structural elements.

Key Structures

Adjectives: descriptive
comparative with -er
with more + adjective
Verbs: infinitives
modal - would

Key Vocabulary

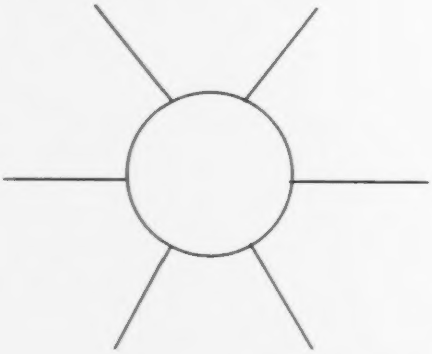
centipede
engineer
map
multiply
catch
brush
adjectives that describe feelings
homophones

Materials

chart paper, markers

Motivation

Ask students to brainstorm descriptions of themselves. Record words on the chalkboard in web form.



Teacher Reflections

Procedure

- Distribute individual copies of the poem, "No One Else," by Elaine Laron. Present and define vocabulary words, as needed. Use gestures, realia and pictures to aid comprehension.

- Have students skim poem silently. Then read the poem aloud as students follow along.

- Now have the whole class read aloud with you. While they are reading chorally observe which students are having problems. Model sections that seem troublesome and clarify the meaning and pronunciation of difficult words.

- Have students number each stanza. Divide the class into four heterogeneous groups for additional choral reading with each group taking a stanza.

- Ask the following questions: What do you think the author is trying to tell us? Does the author believe someone can tell you when to feel good or bad? Find lines in the poem in which the message is revealed.

- Have each group discuss its stanza, present it to the class orally, and explain its meaning. Encourage free discussion.

- Ask each group to underline rhyming words. Ask students, "Do you notice a pattern in the rhyming words?" Tell students this is called a rhyme scheme.

- Have students identify the repeated lines and find the words that change in each stanza.

- Ask the following questions: What do you notice about the way the poem looks on the page? Does it look like a story? Encourage students to identify similarities and differences between poetry and prose.

- Elicit, identify, and discuss the structural elements of the poem: repetition, rhyming words, rhyme scheme and stanza.

Teacher Reflections

- Have students state several ways a person can learn by himself or herself and from others. Record students' ideas on a chart like the one below. Some items may appear in both columns.

By Ourselves	From Others

- Have individual students contribute to a class story about a shared experience that made them proud of themselves. Students can write or dictate the story about their experiences. Review the piece on the Language Experience Approach in the methodology section of this manual.

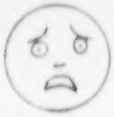
- Have students complete Activity Sheet 1, **Things We Learn**. Show them how to use information gleaned from their chart to complete the Venn diagram. Explain that commonalities are placed in the overlapping area.

- Design a variety of tasks based on Activity Sheets 2 and 3, **"Me" Checklist** and the **Interest Inventory**. Students' English reading proficiency will help determine the type of support you give. Provide for a variety of group and pair activities including interviewing and reporting.

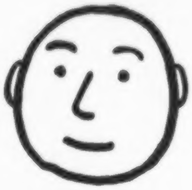
- Have students complete Activity Sheet 4, **Word Search**. Elicit from them what these words tell us. Sample student responses should describe or tell something about a person. Tell them that these words are called descriptive adjectives. Adjectives are words that are used to describe nouns and pronouns, e.g., He's a happy boy. The student is artistic.

IDENTITY: PERSONALLY SPEAKING

Teacher Reflections



scared



happy

- Write a series of sentences on the board like the ones below, using descriptive adjectives. Ask the students to identify and underline the adjective in each sentence.

  Julio is a fast worker.
  It was is a great book.
  Lisa writes long poems.
  I entered a beautiful garden.
  Yves loves scary movies.

- Have students create an acrostic poem from their names using descriptive adjectives. Model the process on the chalkboard:

  E.g., SASHA
  S - Super
  A - Artistic
  S - Sensitive
  H - Happy
  A - Active

- Activity sheets 5 and 6 may be completed for homework. Capitalize on these materials by using them for review and reinforcement based on individual needs.

Extensions

- Have students recount a personal experience in which someone influenced a decision they made or an action they took.

- Using the following examples from the poem, introduce homophones to the class. Homophones are words that sound alike but have different meanings. Have students work in pairs to look up and write definitions for these homophones:

  capital - capitol
  whole - hole
  two - too - to
  knows - nose

  The teacher should present common ones which students can define and add to the list. Then have students write sentences using homophones. The whole class may brainstorm other homophones together and discuss meanings.

  The teacher can create a game using homophone flash cards with sentences on the back for pair review.

Teacher Reflections

Evaluation

Following the model of Elaine Laron's poem, have students complete one stanza, e.g.,

Your teacher can tell you how
To ______________________

And your parents can tell you how
To ______________________

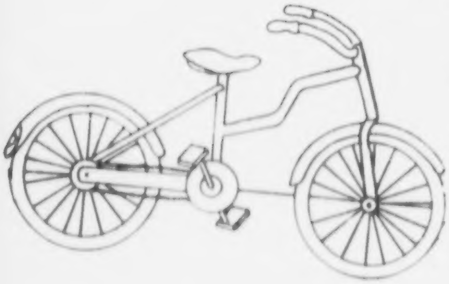
And a friend can tell you how
To ______________________

But no one else, no, no one else
Can tell you ________________

Encourage students to write additional stanzas for the poem which include rhyming words and a rhyme scheme.

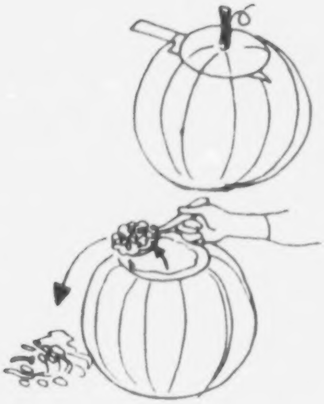
Name ______________________ **Date** ____________________

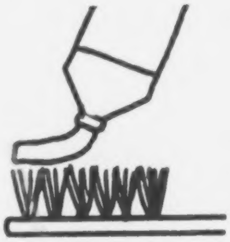
NO ONE ELSE
By Elaine Laron



People can tell you how
To multiply by three
And someone else can tell you how
To spell Schenectady
And someone else can tell you how
To ride a two-wheeled bike
But no one else, no, no one else
Can tell you what to like.

An engineer can tell you how
To run a railroad train
A map can tell you where to find
The capital of Spain
A book can tell you all the names
Of every star above
But no one else, no, no one else
Can tell you who to love.





toothbrush/paste

Your aunt Louise can tell you how
To plant a pumpkin seed
Your cousin Frank can tell you how
To catch a centipede
Your mom and dad can tell you how
To brush between each meal
But no one else, no, no one else
Can tell you how to feel.

For how you feel is how you feel
And all the whole world through
No one else, no, no one else
Knows that as well as you!

Permission Pending

Adaptations

- For easier reading, transfer poem to experience chart paper and color code each stanza.

- Concentrate on one stanza per lesson, instead of covering all four stanzas of the poem in one lesson. This gives students more opportunities to grasp key vocabulary and concepts in the poem.
- Provide a manipulable object such as a globe to enhance understanding of abstract words like "world".
- To increase vocabulary retention and add words to students' long term memory, select words in the poem that they can illustrate.
- Use a map of the United States and a world map and ask students to point to the places mentioned in the poem, such as "Schenectady" and "Spain."
- Tape record individual students and the class reciting the poem and then play back the recording so that the students can listen to themselves. Students can share their comments and reactions to the tape.

Name ______________________ Date ____________________

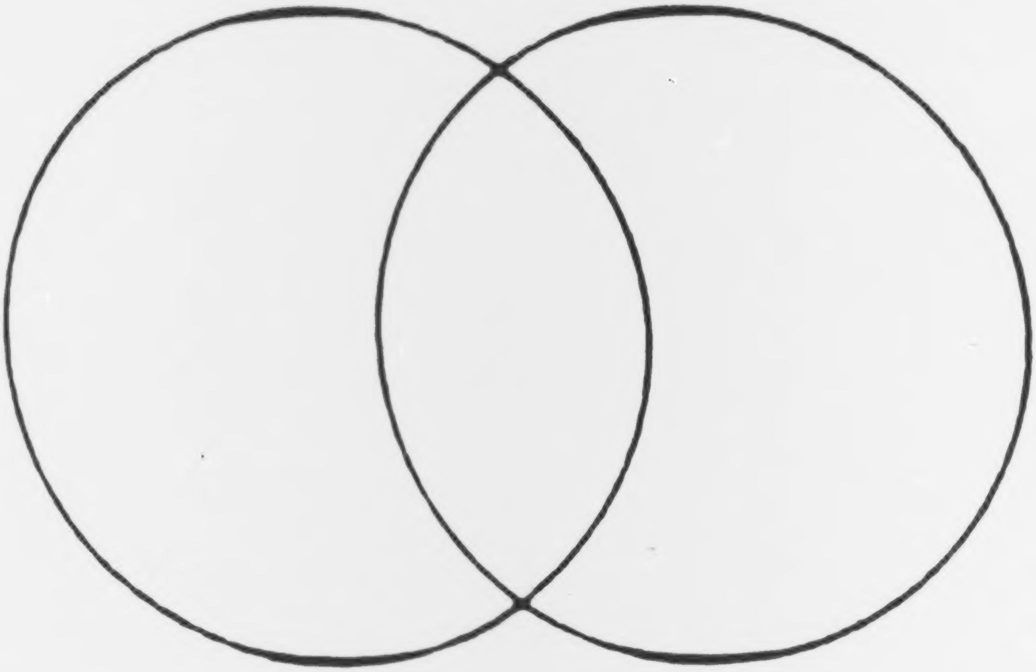
Identity: Personally Speaking

Activity Sheet 1 - Things We Learn - Venn Diagram

THINGS WE LEARN

By Ourselves **From Others**

Both



Name ______________________________ **Date** ________________________

Identity: Personally Speaking

Activity Sheet 2 - "Me" Checklist

Directions: Place a check mark (✓) next to each activity to show:

video (making)

I. What you already know
II. What you now are learning to do, and
III. What you would like to learn to do in the future:

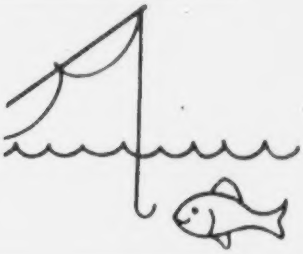
Activity	**I.** **I know how to**	**II.** **I am learning to**	**III.** **I would like to**
swim			
play paddle ball			
jog			
paint			
ski			
use a computer			
ride a horse			
rollerblade			
record songs			
write films			
design homes			
dance			
read well			
speak a new language			
cook			
ice skate			
fish			
write poems			
sail a boat			
own a business			
hike			
play tennis			

Pick three things you would like to learn to do. Draw a picture of yourself doing these activities, and add a funny caption. Make three illustrations that show the three you chose.

Name ______________________________ **Date** ______________________

Identity: Personally Speaking

Activity Sheet 3 - Interest Inventory



Directions: Read the sentences and complete the blanks.

1. My favorite color is ____.
2. Reading is ____.
3. I like to read stories about ______________________________________.
4. The best book I have ever read is _________________________________
____.

tennis
(playing

5. A sport I enjoy a lot is ______________ because ___________________
____.
6. When I have free time, I ____.
7. The television program I watch the most is _______________________.
8. The weekday I like the most is ______________ because ______________
____.
9. The person I admire the most is ______________ because _____________
____.
10. My favorite subject is ______________ because ____________________
____.
11. The subject I like the least is ______________ because ______________
____.
12. My hobbies are ____.
13. I am going to be a ______________ when I grow up because ____________
____.

14. Things that make me laugh are ____________________________________
____.
15. Things that make me sad are ______________________________________
____.

16. My brothers and sisters are _____________________________________.
17. I would like to know how ____.
18. If I had three wishes, I would wish for:
    a. ____.
    b. ____.
    c. ____.
19. I wish my teacher would take us on a trip to ______________ because ______
____.
20. If I could be anywhere in the world right now, I would be in ______________
because ____.

Name ____________________ **Date** ____________________

Identity: Personally Speaking

Activity Sheet 4 - Word Search

Directions: Locate and circle the following descriptive words. Be sure to check horizontally, vertically and diagonally.

emotional
famous
generous
grouchy
intelligent
likeable
shy

sensitive
rich
honest
young
funny
unfriendly
kind

U	N	F	R	I	E	N	D	L	Y
S	L	O	N	E	I	H	C	K	N
E	L	U	X	G	T	O	F	S	N
S	A	P	G	N	U	O	Y	P	U
M	G	R	R	K	L	E	F	F	F
T	E	M	O	T	I	O	N	A	L
B	N	Z	U	X	N	N	N	M	C
E	E	Q	C	L	T	M	D	O	D
V	R	C	H	V	E	J	F	U	H
I	O	P	Y	Z	L	M	Q	S	G
T	U	O	T	M	L	N	R	F	H
L	S	X	Y	Z	I	O	E	R	O
S	A	B	K	R	G	C	D	S	N
N	W	L	I	K	E	A	B	L	E
E	E	C	N	H	N	T	O	V	S
S	H	Y	D	C	T	B	U	T	T

Bonus: Choose three adjectives from the list above to describe anyone in the world! On a separate page, write sentences using those adjectives and three more of your own choice. Include some comparisons:

Madonna is rich, but Oprah is richer.
My friend Martin is athletic, but Dennis Rodman is more athletic.

Name ______________________ **Date** ____________________

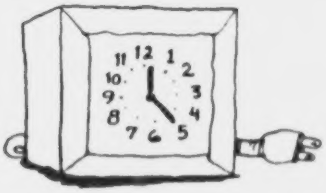
Identity: Personally Speaking

Activity Sheet 5 - My Future

Directions: Write about yourself in the near future and distant future. Tell the reader about different things you plan to do.

1. Tomorrow I'm going to ____
____.
2. In a few days I plan to ____
____.
3. Next week I will ____
____.
4. A month from now I'll ____
____.
5. Within the next year I'm going to ________________________________
____.
6. In a decade (ten years) I'll ____
____.
7. When I'm thirty, I'll ____
____.

Bonus: It's almost the year 2000. Write two paragraphs describing the lifestyle changes that you imagine we will see in the new age. Try to use the future tense in your writing. For example: The year 2000 will bring many changes.



Name ______________________________ **Date** ________________________

Identity: Personally Speaking

Activity Sheet 6 - Reading a Calendar

Directions: Look at the following page from Gloria's calendar. Read the questions and write your answer in the space.

14 Saturday
July
19___

8:00	
8:30	
9:00	
9:30	
10:00	Go to the bank.
10:30	
11:00	Meet Mom at the supermarket.
11:30	
12:00	Jog with Freddy.
1:00	
1:30	
2:00	Meet Marie for lunch.
2:30	
3:00	
3:30	
4:00	Attend Freddy's birthday party.
4:30	
5:00	

Saturday, July 14, 19___

1. What's Gloria going to do at ten o'clock?

   Gloria is going to go to the bank.

2. Who will Gloria meet at eleven o'clock?

   ____

   ____

3. What is she going to do at 12 o'clock?

   ____

   ____

4. Who is Gloria going to meet at 2 o'clock?

   ____

   ____

5. What will happen at 4 o'clock?

   ____

   ____

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THE WORLD AROUND US: MEXICO

ESL Framework Focus

- Grades 6-8
- Intermediate/Advanced
- Identify your students' ESL levels.
- Select ESL Framework expectations.
- Choose objectives and activities from this unit to help meet those expectations.

ESL Strategies

- Natural Approach
- Language Experience Approach
- ESL in the Content Areas: Geography

Highlights

- Map Skills
- K-W-L Technique
- Art
- Music

Teacher Tips

- Be sure to incorporate visuals, maps, a globe, photographs, artwork, film, video and realia in your study of different countries and regions.

Aim

To investigate and explore the cultures and geography of Mexico.

Content Objectives

- Students will identify the main idea in a content-based reading selection.
- Students will be able to state facts about the Mexican people and their land.

Key Structures

Adjectives: descriptive
Antonyms: north - south, modern - old, friends - enemies
Pronouns: review of antecedents in sentences

Key Vocabulary

Mexico
United States
Canada
country
population
geography
climate
Indians
scientist
village
economy
relations
indigenous

Materials

pictures of Mexico, wall map of North America, map of Mexico, library books about Mexico, chart paper, K-W-L activity sheet

Motivation

Inform the class that they are going to learn about a neighboring country. Display pictures of Mexico and a map of North America. Point to Mexico on the map. Have students identify the country. Elicit students' prior knowledge and what they are interested in knowing. Ask students if anyone comes from Mexico. Have children share information about the food, clothing, music, products or historical events with which they are familiar. Write the students' responses on chart paper using the K-W-L technique: What You Know, What You Want to Know, and What You Learned. Fill in the first two columns only. The last column will be completed at the end of the lesson.

THE WORLD AROUND US: MEXICO

Teacher Reflections

Procedure

- Distribute the map of Mexico (Activity Sheet 1) and the K-W-L chart (Activity Sheet 2). Have students fill in their own responses on the chart.

- Introduce new vocabulary words using visuals, as needed. Then distribute reading selection, and have students read silently. Read the passage aloud to the class. Use visuals including illustrations from picture books (i.e., a volcano, factories, people on a busy city street) to support comprehension.

- Select students to read each paragraph aloud. Ask students to identify the main idea of each paragraph and state two supporting facts. Have students discuss their choices and write them individually on Activity Sheet 3.

- Display the Mexican flag or a picture of it. Have students identify the colors they see on the flag.

- Read each of the following words aloud from the reading selection:

largest
cold
hot
different
best
round
several
large
smaller
many
good
friendly
trusted

Have students find each word and underline it. Then circle the word(s) it modifies. Introduce or review adjectives and nouns. Allow students to discuss and explain each example.

- Tell students that antonyms are pairs of words with opposite meanings. Distribute Activity Sheet 4. Have students write in the first column the words they underlined in the last activity. Ask for volunteers to complete the first few pairs; then have students finish the list with a partner. Students may look up words in a learner's dictionary. Compare answers orally.

- Activity Sheets 5-7 may be completed in class or for homework.

Extensions

- Read a Mexican folktale to the class. Discuss the folktale. Have students list and sequence the events in the folktale. **See Related Literature** for books about Mexico.

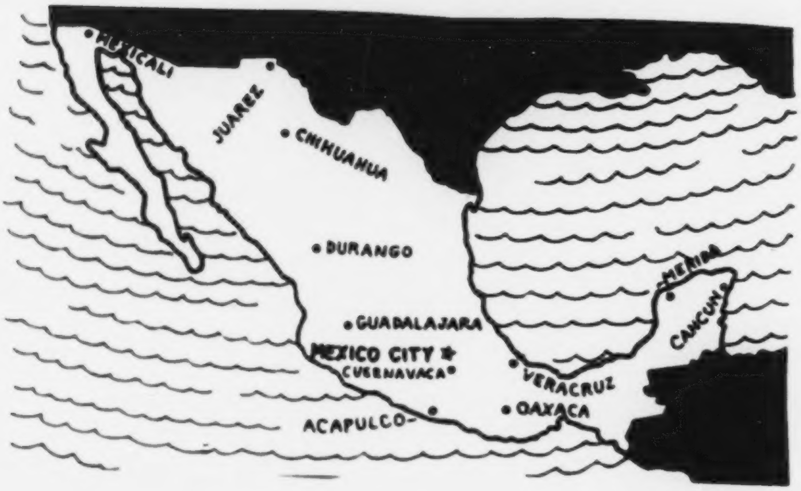
Teacher Reflections

- Play a cassette or record of "Cielito Lindo," or another Mexican song. Native Spanish speakers can be paired with other students to teach them the lyrics. See Activity Sheet 8.
- Collect travel brochures on Mexico and have small groups create murals or collages.
- Prepare Mexican tacos. See Activity Sheet 9.
- Present holidays celebrated in Mexico, such as El Día de los Muertos (The Day of the Dead, November 2nd), and Cinco de Mayo (5th of May.) Discuss the significance of the holidays.
- Gather and display Mexican objects, such as articles of clothing, jewelry, food, etc. Create a museum on Mexico in a corner of the classroom.
- Introduce the United States' northern neighbor, Canada, in a similar set of lessons. Have students prepare a K-W-L chart and do independent research for extra credit.

Evaluation

After reading and discussing the data on Mexico, the class will provide information for the last column of Activity Sheet 2, the K-W-L chart. Review the information in the first two columns. Ask students if they would like to change any of their original statements about Mexico. Have any of their questions about Mexico been answered? If not, these may become independent research topics. Now, elicit from students the new information they have learned so they can fill in the last column.

MEXICO, AN IMPORTANT NEIGHBOR



Mexico and the United States are neighbors. Mexico is our neighbor to the south. It is made up of 29 states. Mexico City is the capital of Mexico. It is one of the world's largest cities, with a population of over 14 million.

Mexico is a land with a varied geography. It has volcanoes, tropical forests, cold, snowy mountains, and very hot deserts. Mexico has different climates because of its geography.

Mexicans share a pride in the history and culture of their country. Each state of Mexico, however, has its own typical dress and food. Regional songs and dances are performed in local celebrations.

The Indians or indigenous people of Mexico have a proud history. The best known groups were the Aztecs, Toltecs and Mayas. They had well-developed societies. Their farmers grew crops such as tobacco, rice and corn. Their scientists studied nature and developed their own calendars, which were round and made of stone. Today the descendants of the original inhabitants of Mexico keep many of their traditions.

Today Mexico has several large cities, a number of smaller cities, and many villages. The cities combine the modern with the historic. Their many businesses and industries are growing rapidly. The villages depend primarily on farming for their economy.

Mexico and the United States are good neighbors and trade partners. Like all neighbors, these two countries sometimes have problems and disagreements. In general, however, our relations with Mexico are friendly. Mexico is one of our trusted allies.

Adaptations

- Pair students of different ESL proficiency levels and have them test each other's pronunciation of the vocabulary words and their meanings.
- Pair students of different reading levels to read and discuss the main ideas in the passage.
- Have students trace their own maps of North America, including Canada, the United States and Mexico.
- Help students create individual Mexican flags or a large class flag from red, black, green and white felt.
- Teach the students a Mexican dance.
- Show a video about the geography and people of Mexico. Stop the tape at intervals to ask questions and to point out details for discussion.

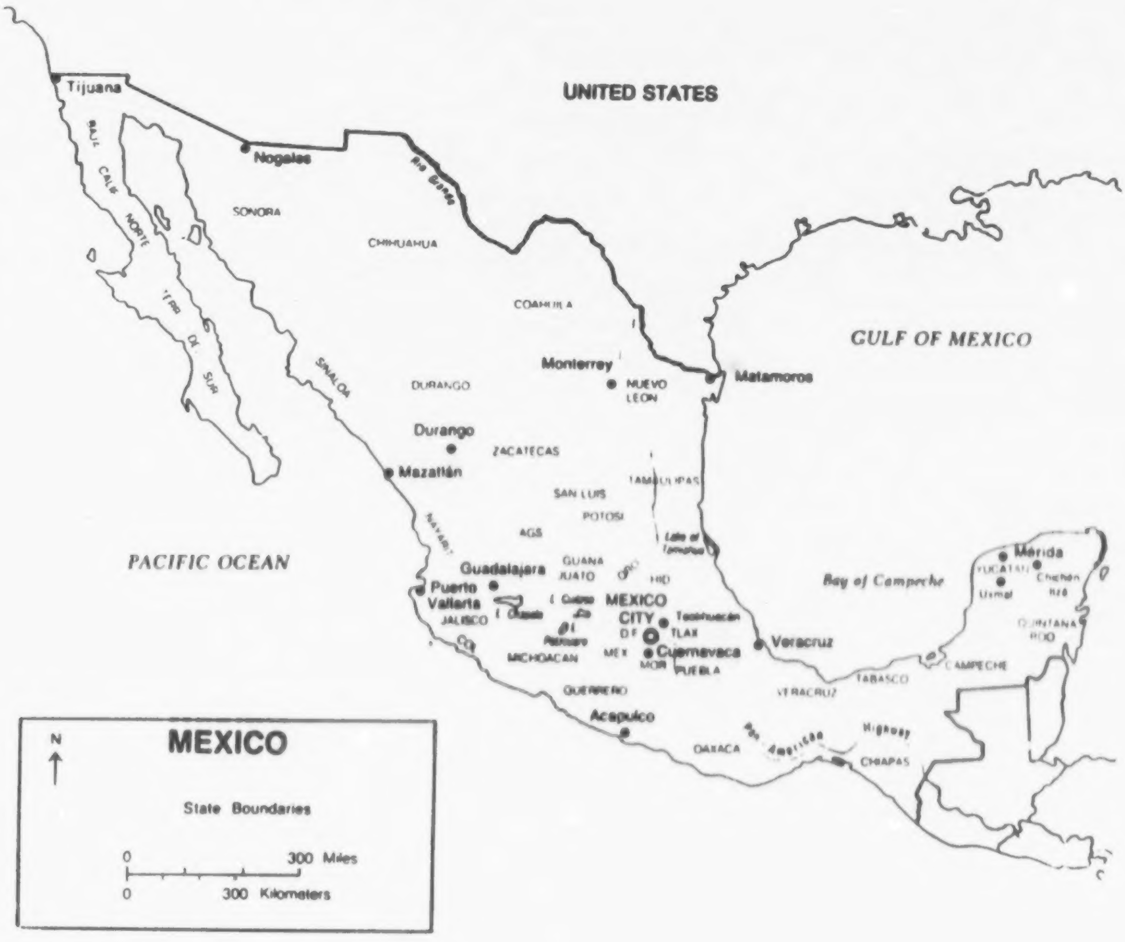
Name ______________________ **Date** ____________________

The World Around Us: Mexico

Activity Sheet 1

MAP OF MEXICO

Directions: Draw a line around the border of Mexico. Circle the capital and draw rectangles around the bodies of water that surround Mexico.


UNITED STATES
Tijuana
Nogales
Rio Grande
BAJA CALIFORNIA NORTE
BAJA CALIFORNIA DEL SUR
SONORA
CHIHUAHUA
COAHUILA
SINALOA
DURANGO
Monterrey
NUEVO LEON
Matamoros
GULF OF MEXICO
Durango
ZACATECAS
Mazatlán
TAMAULIPAS
SAN LUIS POTOSI
NAYARIT
AGS
PACIFIC OCEAN
Guadalajara
GUANA JUATO
HID
Puerto Vallarta
JALISCO
MEXICO CITY
D F
Teotihuacan
TLAX
MEX
Cuernavaca
MOR
PUEBLA
MICHOACAN
Veracruz
Bay of Campeche
Mérida
YUCATAN
Uxmal
Chichen Itza
QUINTANA ROO
CAMPECHE
TABASCO
VERACRUZ
GUERRERO
Acapulco
OAXACA
Pan American Highway
CHIAPAS
N
MEXICO
State Boundaries
0
300 Miles
0
300 Kilometers

Bonus: **Can you name and label the countries on this map that are south of Mexico?**

BEST COPY AVAILABLE

Name ______________________________ **Date** _________________________

The World Around Us: Mexico

Activity Sheet 2 - K-W-L Technique

Directions: In the first column, write what you know about Mexico. In the second column, write questions about what you would like to find out about Mexico. After you have studied about Mexico, fill in the third column.

MEXICO

K	W	L
WHAT YOU KNOW	WHAT YOU WANT TO KNOW	WHAT YOU LEARNED

Name ______________________________ **Date** ________________________

The World Around Us: Mexico

Activity Sheet 3 - Getting the Main Idea and Finding Supporting Details

Directions: Read "Mexico, an Important Neighbor." Identify the main idea in each paragraph. Write it in column A. Write two facts from the paragraph in column B. When possible, use pronouns in Column B.

	Main Idea - Column A	Facts - Column B
Paragraph 1	*Mexico is our neighbor.*	*It's to the south. The capital is Mexico City.*
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		

Name ______________________ **Date** ____________________

The World Around Us: Mexico

Activity Sheet 4 - Antonyms

Directions: After you have underlined the descriptive words (adjectives) from the reading selection, write them in the first column marked I. Working with a partner, write the opposite of each word in the second column marked II.

I	II
Words from Selection	**Antonyms**
largest	*smallest*
cold	*hot*

Bonus: Write sentences with at least 5 sets of antonyms from the list.

Extra Bonus: Working with a partner, make your own list of antonyms.

Name ______________________ **Date** __________________

The World Around Us: Mexico

Activity Sheet 5 - Pronouns and Their Antecedents

Directions: Read each sentence. Look at the word in bold type and write the word it refers to in the sentence.

Example: Each state of Mexico has **its** own traditional costumes and typical foods.
Its refers to ____________________. **(each state)**

1. Mexicans in general share a pride in **their** history and culture.
Their refers to ____________________.

2. The cities are very modern and **their** industries are growing.
Their refers to ____________________.

3. The villages depend on farming for **their** economy.
Their refers to ____________________.

4. Mexico and the United States are good neighbors, but **they** sometimes have disagreements.
They refers to ____________________.

5. Mexico City is the capital and **it** has a population of 14 million.
It refers to ____________________.

6. One ancient group of Mexicans was the Mayas. **They** had a well-developed society.
They refers to ____________________.

7. Many Mayan people live in Mexico and other Central American countries now. **They** speak the Mayan language.
They refers to ____________________.

8. Mexico City combines the modern with the historic. **It** has many businesses and industries.
It refers to ____________________.

Bonus: **What does the word antecedent mean?**

Name ____________________________ **Date** ______________________

The World Around Us: Mexico

Activity Sheet 6 - Rewriting a Paragraph

Directions: Read the following paragraph about Mexico. Then use the notes to write about Canada.

MEXICO

Mexico is in North America. It lies between the United States to the north, Guatemala and Belize to the south, the Pacific Ocean to the west, and the Gulf of Mexico to the east. Most of the people speak Spanish. Mexico City is the capital. It has a population of over 14 million people.

Notes on Canada:

north:	Arctic Ocean
south:	United States
west:	Alaska and the Pacific Ocean
east:	Atlantic Ocean
language(s):	English, French
capital:	Ottawa
population:	one million

CANADA

_____________ is in North America. It lies between the _____________ to the north, the _____________ to the south, _____________ and _____________ to the west, and the _____________ to the east. Most of the people speak ____________ or _____________. The capital is _____________. It has a population of over _____________ people.

Bonus: What does NAFTA mean? Research and discuss in class.

Name ____________________ **Date** ____________________

The World Around Us: Mexico

Activity Sheet 7 - Antonyms

Directions: A. Read each of the numbered words and choose its **opposite**. Circle your answer.

1. south a) east b) north c) west
2. largest a) biggest b) longest c) smallest
3. different a) same b) ugly c) young
4. best a) wrong b) good c) worst
5. front a) side b) top c) back
6. good a) happy b) bad c) angry
7. agreement a) disagreement b) consent c) permission
8. modern a) beautiful b) old c) present
9. many a) big b) little c) few
10. friends a) enemies b) neighbors c) players

Directions: B. Read the pairs of antonyms and answer the questions that follow:

north/south
many/few
near/far
love/hate
before/after

1. Which set of antonyms describes emotions? ____________________
2. Which set of antonyms describes directions on a map? ____________________
3. Which set of antonyms describes distances? ____________________
4. Which set of antonyms refers to time? ____________________
5. Which set of antonyms describes a number of things? ____________________

Name ______________________________ **Date** ________________________

The World Around Us: Mexico

Activity Sheet 8 - Mexican Song

Directions: Listen to the Spanish song "Cielito Lindo" on cassette.

CIELITO LINDO

De la Sierra Morena, cielito lindo, vienen bajando,
un par de ojitos negros, cielito lindo, de contrabando.
¡Ay, ay, ay, ay! ¡Canta y no llores!
Porque cantando, se alegran, cielito lindo,
los corazones.

Una flecha en el aire, cielito lindo, lanzó Cupido,
Y esa flecha volando, cielito lindo, bien me ha herido.
¡Ay, ay, ay, ay! ¡Canta y no llores!
Porque cantando, se alegran, cielito lindo,
los corazones.

Name ______________________________ Date ________________________

The World Around Us: Mexico

Activity Sheet 9 - Mexican Taco Recipe

Directions: Wash your hands thoroughly, wear an apron, and have all the ingredients handy.

In Spanish, "taco" means a light meal or a snack. Read the Mexican taco recipe and follow the instructions on how to prepare it.

A Basic Taco

1 pound of ground beef
1 small onion, chopped
1/4 teaspoon cumin
1/2 teaspoon oregano
1/2 teaspoon garlic powder
10 taco shells
2 cups of shredded Monterey Jack or packaged taco cheese
1 cup of lettuce, washed and shredded
(tomatoes, peppers)

Cooking the Meat

1. In a large skillet, brown the ground beef with the chopped onion.
2. Stir in the cumin, oregano, and garlic powder.

Filling the Taco

1. Heat the taco shells according to the directions on the package.
2. Spoon about 1/4 cup of your taco filling into each shell.

Topping the Taco Shell

Top with the shredded cheese and lettuce.

Other Toppings

Bottled taco sauce, sour cream, diced tomatoes, or chopped green chilies.

Mexican

Atkin, Beth. *Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories*. Boston: Little, Brown, 1993.

Beatty, Patricia. *Lupita Mañana*. New York: William Morrow, 1981.

Burchard, S.H. *Sports Star, Fernando Valenzuela*. New York: Harcourt Brace Jovanovich, 1982.

Hayes, Joe. *The Day It Snowed Tortillas*. Santa Fe, NM: Mariposa Publishing, 1982.

Stanek, Muriel. *I Speak English for My Mom*. Niles, IL: Albert Whitman, 1989.

Puerto Rican

Walker, Paul Robert. *The Pride of Puerto Rico, The Life of Roberto Clemente*. San Diego, CA: Harcourt Brace Jovanovich, 1988.

Dominican

Gordon, Ginger. *My Two Worlds*. New York: Clarion, 1993.

Dawson, M.W. *Over Here It's Different*. Macmillan, 1993.

MAKING THE CONNECTION: ACHIEVEMENTS

ESL Framework Focus

- Grades 6-8
- Intermediate/Advanced
- Identify your students' ESL levels.
- Select appropriate ESL Framework expectations.
- Choose objectives and activities from this unit to help meet those expectations.

ESL Strategies

- Language Experience Approach
- Natural Approach

Highlights

- Oral History
- Time Line
- Interviewing Techniques

Teacher Tips

- In this unit, audiovisual aids are suggested as additional learning tools. Use tape recorders and video cameras to provide students with interesting opportunities to listen to the speech of others and to hear their own pronunciation.

- Students should be taught how to take notes while conducting an interview. This is an essential skill.

Aim

To interview and write about a variety of people

Content Objective

Students will use interviewing techniques, organize information from interviews, and write short biographies.

Key Structures

Interrogatives: review of what, where, when, how many,
how long, which, why
Nouns: possessive - singular - 's
Verbs: present perfect tense - TO HAVE + past participle
Complex sentences

Key Vocabulary

biography
autobiography
autograph
generation
memories
architect
skyscraper
firm
interview
record
technology
gallery
award
design
maternal
paternal

Materials

tape recorder, video camera (if available)

Motivation

Ask the class to list the names of people they would like to interview. Have them vote for one choice and develop questions with your guidance. Ask them, "What would you like to know about this person?" Suggest some areas of interest, such as age, place of birth, happiest moment, biggest goal. Elicit questions by asking, "How can we get this information?" Record suggestions on a chart and ask students to sequence them. Discuss why they might ask certain questions before others.

MAKING THE CONNECTION: ACHIEVEMENTS

Procedure

- Write on the board:

  Everyone has a story to tell.

- Ask students if they know any stories about their parents, grandparents, other family members, or even themselves when they were very young. Encourage volunteers to tell the class brief stories they have heard from their families. Ask each volunteer what title he or she would give the story, and write these responses on the board. For example, if a student relates a story about getting lost in a supermarket as a toddler, help the student give the story a suitable title, such as *"Bhavna Gets Lost at Big Apple Foods."* If students have difficulty with the activity, provide a model by telling a brief story about your family, and give it a title. Explain how you identified the main idea and made it into a title.

- Tell students that everyone in the world has stories to tell about themselves and their family members. One of the best ways to find out about a person is to conduct an interview.

- Write the word **interview** on the board and ask the class to define it. As you assist students in coming up with an accurate definition, be sure to emphasize that interviews are not only for celebrities and people in the news. We can learn a lot about the lives and dreams of our family members, friends, and people in our school and community by interviewing them.

- Tell students that you would like to give everyone a chance to conduct interviews in class, around the school, and at home. First, you will model the process so that they can see how the interviewer asks questions and takes notes. Select one student and model the peer interview for the class using the questions in Interview Guide A. Be sure to model how you take notes on the interviewee's responses. You may want to do this on chart paper.

- Tell students that Interview Guide A is a list of questions they can use to find out a little bit about what a person is like. Pair students and have them write or tape interviews with their peers using Interview Guide A.

family

A. Where are you from?
B. I'm from **Mexico**.

A. What language do you speak?
B. I speak **Spanish**.

A. What's your nationality?
B. I'm **Mexican**.

MAKING THE CONNECTION: ACHIEVEMENTS

Teacher Reflections

photography

- Interviewers should then report on their interviews to the class.

- Have partners switch roles, so that each one has an opportunity to be the interviewer and the subject.

- Explain to students that they will now use the information obtained in their interviews to organize and write short biographies. Use the notes you took while modeling the peer interview to write a short biography about the student you interviewed. Do this on chart paper so students can observe the process of converting the interviewee's responses into a narrative form.

Interviewee's Responses to Questions in Interview A	Biography
1. Arielle Plaisir, 12 2. 207 West 106th St. 3. 1 brother - Roman, 8 1 sister - Gestina, 16 4. Chess - with best friend. 5. Damaris Valle 6. Rollerblade - but is afraid of falling	Arielle Plaisir is 12 years old. She lives at 207 West 106th Street. She has one brother, Roman, who is 8 years old. Her sister, Gestina, is 16. Her favorite game is chess. She likes to play with her best friend, Damaris Valle. Arielle would like to learn how to rollerblade, but she is afraid she will fall.

- Distribute Interview Guide B. Read and discuss questions with the class. Tell students to conduct an interview at home with a friend or family member. Remind students to take notes on their interviewee's responses. These interviews should be brought to class and shared. The students can write biographies in the classroom using information gathered at home.

- Distribute the reading passage, a short biography of the architect I. M. Pei. Have students complete Activity Sheet 1.

MAKING THE CONNECTION: ACHIEVEMENTS

Teacher Reflections

- Using information from the selection, show students how to create a time line (Activity Sheet 2). You may want to have students highlight or underline the important dates in the passage, and then show them how to record that information in the correct sequence on the time line.
- Working in pairs, students take turns playing I.M. Pei and an interviewer. Volunteers present their interview to the class.
- Have students create time lines of their own lives (Activity Sheet 3).
- Using their own time lines as a springboard, have students write autobiographies. (Pick books from Related Literature section, such as *In the Year of the Boar and Jackie Robinson*, as models for ESL students to write their own life stories.)
- Have students produce a class newspaper featuring interviews students have conducted with each other and with other people (e.g., principal, teachers, and custodians) around the school. It may include reporting on current events in the school.
- Have the class produce individual family trees, and display these on a bulletin board (Activity Sheet 4).
- Students can strengthen their written expression by using Activity Sheets 5 and 6.

Extensions

- Have small groups of students write questions and conduct an interview on a particular subject, such as a job, childhood memories, or their native countries.
- Have students prepare time lines for the people they chose to interview.
- Create a library of tapes of oral biographies for students to listen to. Have students label the tapes they make for the library. They may also want to include a short introduction to the story on the tape.
- Have students work cooperatively to plan, conduct, and write up interviews of school staff members. If possible, include photos.

MAKING THE CONNECTION: ACHIEVEMENTS

Teacher Reflections

- Have small groups of students research the country of origin of a person they plan to interview. Tell students to use the information they find to help them write questions for the interview. For example, if they plan to interview a friend whose native country is the Dominican Republic, it may be helpful to do some research on Dominican customs, so that they can ask specific questions.

- Have students create a class year book giving the pertinent biographical information under student pictures.

Evaluation

Have students write a biography of a person of their choice based on an oral interview. Students may choose to interview a family member or friend, a member of the school staff, member of the community, or a famous person they have researched.

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Adaptations

- Reduce the amount of information on the handouts and worksheets to decrease students' frustration level.
- Enlarge printed materials for easier reading by increasing type size.
- Increase "wait time" when students are responding orally to questions.
- Simplify definitions of vocabulary related to instruction.
- Paraphrase directions and give additional examples. Many students may need this help.
- Tape record students interviewing their partners and play back tapes.
- Show a videotape of a reporter conducting an interview so that students gain insight into the interviewing process.
- Videotape students interviewing each other.

Name of Interviewer ______________________ **Date** ______________

Making the Connection: Achievements

Interview Guide A

Directions: Ask the interviewee the following questions:

1. What's your name? ____
2. Where do you live? ____
3. Do you have any brothers or sisters? ______________________________
4. (If so) What are their names and how old are they? ________________
____
5. What is your favorite game? ____________________________________
6. Who is your best friend? _______________________________________
7. What's special about your best friend? ___________________________
____
8. What would you like to learn to do? _____________________________
____
9. What are your favorite foods? Can you cook them yourself? _________
____
10. Where would you like to go on vacation? __________________________
____
11. What would you do if you won a million dollars? ___________________
____
12. What makes you a special person? ______________________________
____

Name of Interviewer ____________________ **Date** ______________

Making the Connection: Achievements

Interview Guide B

My name ______________________________

Name of person interviewed ______________________________

Directions: Here are some suggested questions to ask. Write notes here:

1. How old are you? ______________________________
2. Where were you born? ______________________________
3. Do you still live in the place where you were born? ______________
4. (If not) Where do you live now? ______________________________
   ____
5. What things do you do well? (Examples: sports, dancing, singing, drawing pictures) ______________________________
6. What is your happiest memory? ______________________________
   ____
7. What else makes you happy? ______________________________
8. What makes you sad? ______________________________
9. How do you and your family celebrate special holidays? ______________
   ____
10. What dreams do you have for the future? ______________________________
    ____

Reading Passage

* IEOH MING PEI

I.M. Pei was born in 1917 in Canton, China. His parents were very wealthy. When he was 18 he came to the United States to study architecture, the design of buildings, at the Massachusetts Institute of Technology.

After he graduated from college, he was unable to return to China because World War II had begun. He taught at Harvard University in Massachusetts for several years. In 1954, he became a United States citizen. In 1958, he left Harvard to start his own architectural firm in New York. The name of the firm is I.M. Pei & Partners.

I.M. Pei has designed many important buildings. Some of them include the John F. Kennedy Library in Boston, the East Building of the National Gallery of Art in Washington, D.C., the Everson Museum in Syracuse, New York, as well as buildings in Taiwan and Singapore.

Since relations between the United States and China were strained, it was not until 1974, forty years after he had left, that I.M. Pei returned to China for a visit. Four years later he was chosen to be the architect for a hotel outside of Beijing, China.

I.M. Pei is a very famous architect. People all over the world recognize and respect his work. He has received many awards for his work. In 1979 he received a gold medal from the American Academy and Institute of Arts and Letters.

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* Adapted from *Language Development through Content: Our People and Their Stories* by Nancy Susan Dunetz, Ph.D., 1987, Addison-Wesley.

Name ______________________ **Date** ________________

Making the Connection: Achievements

architect

Activity Sheet 1 - I.M. Pei

Directions: Answer the questions based on the reading passage.

1. When did I.M. Pei come to the United States of America? __________
____

2. Why did he come here? ______________________________
____

3. Where did he go to school? __________________________
____

4. Why couldn't he return to China after he graduated from college? ____
____

5. When did he return to China? ________________________
____

6. Where did I.M. Pei establish his business in 1958? ______________
____

7. Fill in the following grid:

SOME IMPORTANT BUILDINGS DESIGNED BY I.M. PEI

Name	Location
1. J.F. Kennedy Library	1.
2. East Building of the National Gallery of Art	2.
3.	3. Syracuse, New York

8. What would you like to ask I.M. Pei?

9. Pretend that you're an architect who is designing a building. What is the purpose of your building?

10. Who will live or work in the building?

11. Where will the building stand?

12. What is the name of your building?

13. Draw a picture of your building or house.

BONUS: Can you name some famous buildings in New York City?

Name ______________________ **Date** __________________

Making the Connection: Achievements

Activity Sheet 2 - I.M. Pei Time Line

Directions: Use the information in the reading passage to complete the time line.

Date	**Event**
1917	

Name ______________________ **Date** ___________________

Making the Connection: Achievements

Activity Sheet 3 - My Time Line

Directions: Make a time line of important or special events in your life. Start by making a list on a separate page of the most important things that have happened to you. Some things to include are your date of birth, your age, when you started to walk, talk, and go to school, your siblings' birth dates, important events such as moving to a new place or going on a trip. Include also special things that have happened to you, such as performing in a school play or receiving an award. Be sure to write the year that each event occurred. Number these events in the order in which they happened, and then rewrite them in order on the time line.

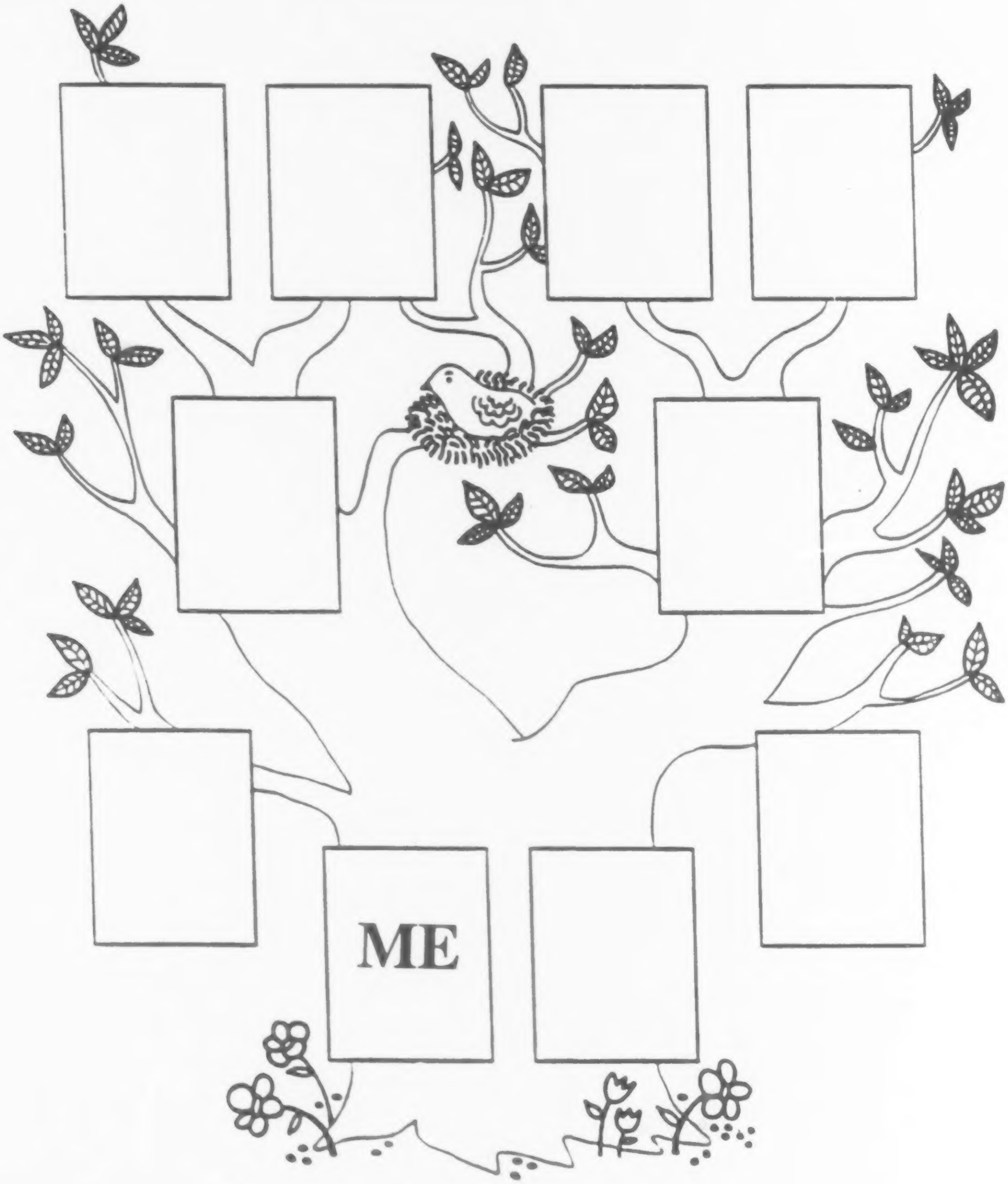
Date	**Event**
19___	**I was born on ______________________.**
_______ (Current year)	**I am _______ years old.**

Name ______________________________ **Date** _________________________

Making the Connection: Achievements

Activity Sheet 4 - My Family Tree

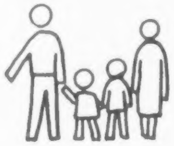
Directions: Make a family tree. You may wish to include your father's parents, your mother's parents, your father, your mother, your brothers, your sisters, very close family friends and yourself.



Name ______________________ **Date** ____________________

Making the Connection: Achievements

Activity Sheet 5 - Relatively Speaking



Directions: Read and answer the questions. Give more than one example, if possible. Use apostrophes when answering the questions.

Example: My sister is my mother's daughter.

1. What is an aunt? ____

____

2. What is an uncle? ____

____

3. What is a cousin? ____

____

4. What is a grandfather? ____

____

5. What is a grandmother? ____

____

6. What is a niece? ____

____

7. What is a nephew? ____

____

8. Can your nephew be older than you are? ___________________________

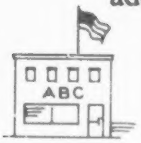
____

Name ______________________ **Date** ____________________

Making the Connection: Achievements

Activity Sheet 6 - Remembering What Happened

Directions: Complete the sentences using information from your own life. Then add your own details to make your writing interesting.



Last year at school ______________________________________

I felt proud and good inside when ____________________________

I felt sad inside when ____________________________________

Related Literature - Making the Connection: Achievements

Brand, Oscar. *When I Came to This Land.* New York: Putnam Publishing Group, 1965, 1974.

Brenner, Barbara. *Wagon Wheels.* New York: Harper and Row, 1978, 1984.

Cohen, Barbara. *Molly's Pilgrim.* New York: Lothrop, Lee and Shepard, 1983.

Laguerre, Michel S. *American Odyssey: Haitians in New York City.* Ithaca, NY: Cornell University Press, 1984.

Lasky, Kathryn. *The Night Journey.* New York: Frederick Warne, 1981.

Levoy, Myron. *The Witch of Fourth Street and Other Stories.* New York: Harper and Row, 1972.

Lord, Bette Bao. *In the Year of the Boar and Jackie Robinson.* New York: Harper and Row, 1984.

Nhuong, Huynh Quang. *The Land I Lost: Adventures of a Boy in Vietnam.* New York: Harper and Row, 1982, 1986.

Sandlin, Joan. *The Long Way to a New Land.* New York: Harper and Row, 1981.

AMERICA, THE BEAUTIFUL

ESL Framework Focus

- Grades 6-8
- Intermediate/Advanced
- Identify your students' ESL levels.
- Select appropriate ESL Framework expectations.
- Choose objectives and activities from this unit to help meet those expectations.

ESL Strategies

- ESL in the Content Areas: Geography
- Music
- Vocabulary Chart
- Slotted Sentences
- Jazz Chants

Highlights

- Cooperative Learning
- Graphic Organizers
- Class Atlas
- Research

Teacher Tips

- Research has shown that musical talents are developed early in a child's life. You can help foster students' musical abilities by singing and playing structured, melodic music in conjunction with your content area lessons.

Aim

To analyze geographical and cultural references in popular American songs

Content Objective

Students will:

- discuss images and feelings evoked in songs with American themes
- identify states on a map of the United States of America

Key Structures

Prepositions of place: from, to, above, below, around
Comparative adjectives: tall-taller, clear-clearer, dry-drier
Parts of speech: nouns, verbs, prepositions
Interrogative: whose
Possessive pronouns: mine, yours, his, hers, its, ours, yours (pl.), theirs
Object pronouns: me, you, him, her, it, us, you (pl.), them, whom
Active voice and passive voice: Carla performed an interesting experiment. An interesting experiment was performed by Carla.

Key Vocabulary

image
highway
valley
capital
state
country
terrain
atlas
topography
sparkle
ramble

Include additional vocabulary from songs taught.

Materials

Large map of USA, student copies of map, the song "This Land Is Your Land" printed on chart paper, copies of the song, pictures of various US landmarks from magazines or travel brochures, pictures of the places mentioned in "This Land Is Your Land" and any other songs you choose to introduce, pictures of terrain from students' homelands.

AMERICA, THE BEAUTIFUL

Teacher Reflections

Part 1: Studying geography through traditional and popular songs

Motivation

- Draw a rough outline of the United States of America on the board. Ask students if they can identify the country you have sketched. Have students brainstorm the names of states or places in the USA they know about. Give hints to help them. Write the names of these places at their approximate locations on the map. Students may mention places located outside the USA. Write names of these places on a separate list for later use.

- Have students underline the places that are states. Count the number of states students have identified. Have them categorize the cities, towns, boroughs, etc. they have suggested. Ask, "Why was this country named the United States of America?" "How many states are there in our country, the United States?"

- Students may contribute names of their countries, states, provinces or other political divisions to the class discussion. Mention that although we say "America" to refer to the United States of America, there are many other countries in North, Central and South America.

Procedure

- Display the song "This Land Is Your Land" on chart paper. Have a student volunteer to read the title aloud to the class.

- Play a record or tape of the song. Direct students to listen and follow lyrics from the class chart. Ask if anyone in the class has ever heard the song and knows the tune.

- Explain that the song was written in the 1930s by Woody Guthrie, who wrote many songs about our country.

- Hand out "This Land Is Your Land" song sheets and have students read silently.

- Encourage students to point to the words as you read or sing the lyrics with the record or tape. Involve students by letting them use rhythm instruments such as the tambourine or rhythm sticks.

AMERICA, THE BEAUTIFUL

Teacher Reflections

Teacher Tips

This type of vocabulary chart can be used to review vocabulary in reading passages, poetry and other texts you introduce to ESL students.

- Give students several opportunities to become familiar with the words and the tune of the song. You may want to help students invent hand motions for different lines in the song. For example, point to yourself as you sing "This land is my land."

- Have students locate and underline the following words on their song sheets:

redwood
stream
ribbon
endless
golden
roamed

rambled
sparkling
diamond
deserts
valley

- Have each student write the words on a chart as follows:

I can define:	I have seen it before, but I'm not sure of the meaning:	It's new to me:
diamond	*sparkling*	*rambled*
golden		*roamed*

- Review student charts together. Ask for simple definitions for words in their "I can define" columns. Write definitions on the board next to each word. Move to the second column, "I have seen it before," and ask students to tell what they think these words might mean. Use student contributions to come up with accurate definitions. Have students copy all definitions in their notebooks in a special vocabulary section. Have them use dictionaries to look up other words. Provide contextualized examples of the meanings of the new words, and have students demonstrate their comprehension.

- Ask students questions about how words are used in the song: What does the word "ribbon" mean in the song? Does the songwriter, Woody Guthrie, use the word in a new way? How does the word help create an image or mental picture? Why do you think the songwriter put the word "skyway" at the end of line 7? What does "skyway" mean? Are writers allowed to make up new words?

AMERICA, THE BEAUTIFUL

Teacher Reflections

Teacher Tips

- Possessive pronouns:

Singular	Plural
mine	ours
yours	yours (pl.)
his, hers, its	theirs

- Point out that the possessive pronoun mine **never** ends in "s." Try using Carolyn Graham's jazz chant "Where's Mine? Is This Mine?" as a fun way to practice this form.

- Object pronouns:

Singular	Plural
me	us
you	you (pl.)
him, her, it	them

- Display a large United States map. Show students pictures of U.S. landmarks and places mentioned in the song. Tape these to the board. Guide students in locating these places. Distribute the student map, Activity Sheet 1, and have them mark the locations, writing in "redwood forests," "deserts," etc. Ask them to identify the states where they are found.

- Introduce or reinforce parts of speech using the song to give context, e.g., roam and ramble are verbs, desert and valley are nouns. Have students create a chart for words in the song according to parts of speech and discuss their choices.

- Have students locate and underline the names of states from the prior brainstorming activity. They can now read the names of other states and volunteer additional information.

- Help students write sentences on strips using the pictures and the map. Tape sentences on the board around the map. For example:

The Gulf Stream waters are near Texas.

Disneyland is in California.

Disneyworld is in Florida.

- Hand out Activity Sheet 2, "Images of the USA in 'This Land Is Your Land.'" Reproduce the chart on poster paper and guide students through discussing, articulating and filling in the images they have.

- Students may now complete Activity Sheets 3-6 in classroom or for homework, based on teacher discretion.

- The song "This Land Is Your Land" provides a context to review possessive pronouns and object pronouns. You may also want to introduce the more formal object pronoun **whom** so students will recognize it in written form.

Whose land is this? It's **mine**. (no "s")
Who was this land made for? It was made for **you** and **me**.
For **whom** was this land made? It was made for **you** and **me**.

Teacher Reflections

Teacher Tips

Many students learn "The Star-Spangled Banner" by heart without understanding its meaning. Have students look up the vocabulary and write the anthem in a notebook. Clarify the words "**gave proof through the night**," not "**to the night**." Point out that the contraction "o'er" means "over" in the lines "**o'er the ramparts**" and "**o'er the land of the free and the home of the brave**." The word is not "for" in these two lines.

In order for students to internalize these structures, they will need numerous opportunities to use them in meaningful ways. Try having them chant or sing a variety of questions and answers to facilitate this process. This game will make the practice more fun. Use flash cards and slotted sentences in which words are moved around to capitalize on visual memory.

- After Activity Sheet 6, you will find a selection of traditional American songs. Have students read and discuss images of places in the songs you choose to teach. You may want to present recorded versions of some of the songs to the class. Have students complete Activity Sheet 7 in pairs or small groups.

- Students can vary sentence patterns by using the active voice and passive voice. In the examples below, the same information is conveyed in different ways. The passive voice is used most often in formal writing. It is often found in the content area textbooks.

ACTIVE VOICE

Julia Ward Howe	wrote	"The Battle Hymn of the Republic."
(doer or agent)	(action verb)	(object)

PASSIVE VOICE

"The Battle Hymn of the Republic"	was written	by Julia Ward Howe.
(subject)	(be + past participle)	(by + doer or agent)

See Activity Sheet 8 for practice in using the active and passive voices.

- Research national anthems. List countries and songs, gathering information from reference books or "human sources" around the school. Ask students if they can sing a special song about their country of origin.

- Have students create illustrated songbooks or posters. For an example of an illustrated book based on a song, see *The Erie Canal* by Peter Spiers (New York: Doubleday, 1970). Each line of the song is illustrated on a separate page.

Teacher Reflections

Extensions

- Create a United States quilt. Read Sweet Clara and the Freedom Quilt by Deborah Harris, (New York: Knopf, 1993), the story of a young slave girl who sews a quilt depicting a route to the Underground Railroad. Read The Drinking Gourd by F.N. Monjo (New York: Harper Trophy, 1970.) The song "Follow the Drinking Gourd" is also about the Underground Railroad. Introduce students to spirituals that reflect the African-American experience, e.g., "Swing Lo', Sweet Chariot."

- Students may create a mural of the United States map on kraft paper, outlining the states and painting, illustrating or pasting on pictures of U.S. landmarks and scenery.

- Students may use an enlarged copy of the U.S. map to make a puzzle. Use one copy as a base. Cut apart the other copy along state borders. Color each state and laminate all pieces.

- Create geometric hex signs. (You may want to organize this activity in conjunction with a math teacher.) In southern Pennsylvania, Pennsylvania Dutch farmers, who came to the U.S. from Germany, often drew geometric designs on their barns as good luck symbols to protect against storms and lightning, for good weather, and to symbolize wisdom, love and justice. They drew large stars with up to 32 points inside a circle, and painted them red, black, yellow, and white. Students can make their own symbols using plain paper, a compass, ruler, and water colors or markers. Encourage students to explain how they used the compass to create many pointed, even-sided stars. Display student designs.

- Play the song "Born in the USA" by Bruce Springsteen. Provide song sheets. Discuss the message in the song.

Evaluation

Have small groups of students choose a song to read and analyze. Provide lyrics to traditional or well-known songs that have American themes. Using Activity Sheet 7 as a guide, each student should write a paragraph about the imagery in the song. Suggested songs:

Teacher Reflections

Yankee Doodle Dandy
She's a Grand Old Flag
My Country 'Tis of Thee
The Star-Spangled Banner
New York, New York
Follow the Drinking Gourd
We Shall Overcome
Coming to America

Part 2: Cooperative Learning Activity

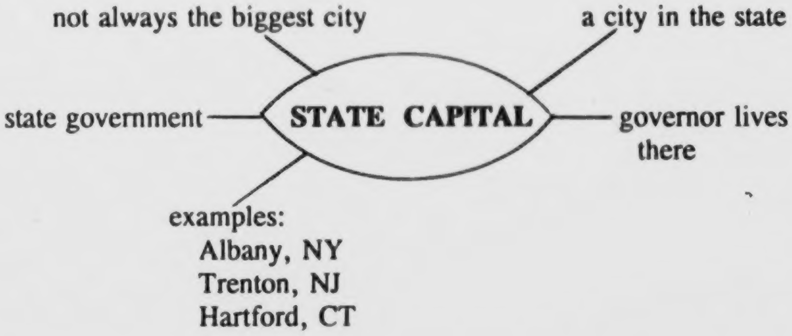
Materials

Copies of the "Table of State Names and Capitals," Activity Sheets 9 and 10, an atlas, almanac or other reference books with basic information about the fifty states.

Motivation

- Distribute the "Table of State Names." Tell students that each state as an abbreviation - a shortened form of the name of the state. Elicit from students possible uses for abbreviation, e.g., addresses, slogans "I ♡ NY."

- Ask students to explain what they know about state capitals. A semantic web may be useful to organize information:


not always the biggest city
a city in the state
state government
STATE CAPITAL
governor lives there
examples:
Albany, NY
Trenton, NJ
Hartford, CT

- Help students read the Table of State Names and answer some of the questions. Then provide time for students to complete questions independently. Have students review their answers with a partner.

AMERICA, THE BEAUTIFUL

Teacher Tips

- Before starting cooperative learning activities students will need to have many opportunities to use various techniques that allow groups to function well, such as understanding the roles of recorder and reporter, how to listen, how to present ideas and differences of opinion with tact, and how to encourage shy students. The teacher should provide numerous activities so that students can develop these skills.
- Group membership can be changed to focus on different subject areas and/or to provide varying opportunities for social and academic interactions.

Procedure

- Divide class into groups of 4-6 students and tell the class each group will study a few states, gathering information to make a class atlas. Guide groups in the selection of the states they would like to learn about, based on student interest. You may suggest that each student choose one state for the group to research. Over the course of the year, have students add more states to the class atlas.

- Discuss the roles of the members of the cooperative groups. The teacher may assign roles based on English proficiencies, or distribute them randomly by handing out cards:

Roles

reader - reads and locates needed information

recorder - records information

checker - is responsible for making sure group completes assignments correctly; must check the work to make sure information is accurate.

illustrator/graphic artist - completes any illustrations or designs

(For groups larger than four, there may be additional readers, recorders or illustrators as needed.)

- Distribute Activity Sheet 10. For each of their states, each group will:

  - Find the name of the capital city
  - Draw an outline map of the state
  - Write the capital on the map by consulting a large U.S. map for location.
  - Record information about the state's climate and products
  - Draw the state flag
  - Include notes on other characteristics that make the state unique or well-known, e.g., sports teams, landmarks, historical events, products such as corn, steel or nutmeg.

Teacher Reflections

- **Note** - Further study should be encouraged! Have students visit the library to research their states. There may be computer software on U.S. history and geography available in the library or school computer lab. Have students explore these resources for information they may want to add to the class atlas. Ask the librarian and computer teacher to help you and your students.

- **Bonus**: For homework, look in a telephone book for a map of the United States that shows time zones and area codes. What are the two area codes for the five boroughs of New York City? Make up additional questions to challenge students. Have them then test each other using their own questions.

Extensions

- Research project: Students can investigate the derivations of state names and create oral and written reports. Classmates ask the reporters questions.

- Practice spelling the names of the states. Have students make their own flash cards to quiz each other. When students are ready, conduct a Spelling Bee. Then divide students into two teams and have each team challenge the other to spell a state and locate it on the United States map. Bonus points can be awarded for naming the state capital.

Adaptations

- Show students a topographical or three-dimensional map, and have them touch the raised surfaces. Afterwards, create a topographical map in class. Think about using resources such as egg cartons creatively!

- Have students illustrate vocabulary words and display them on the bulletin board.

- Pair students of different English proficiency levels to facilitate the learning of the songs. Groups can practice together.

- Show videotapes or filmstrips depicting the variety of terrain (desert, valley, mountainous areas) and landmarks of the United States.

- Look at large size photos and posters of panoramic scenes. The Automobile Association of America is a great resource. Students can paint a mural of the Grand Canyon or another landmark of their choice.

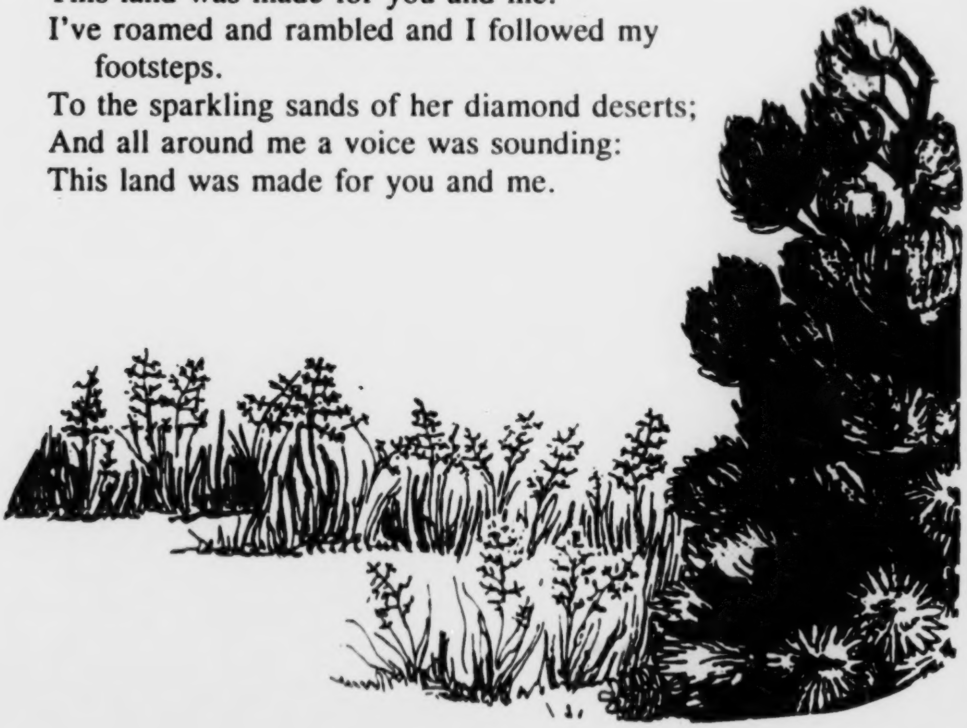
- Record a few minutes of a weather channel program from cable television in order to show different climates across the United States. These programs also feature different points of interest in the United States.

- Read an illustrated American classic folktale to the students (e.g. Paul Bunyan, Johnny Appleseed). Reading aloud to students is an important support to literacy development for all students.

THIS LAND IS YOUR LAND
by Woody Guthrie

This land is your land,
This land is my land
From California to the New York Island;
From the redwood forests to the Gulf
Stream waters;
This land was made for you and me.

As I was walking that ribbon of highway,
I saw above me that endless skyway;
I saw below me that golden valley;
This land was made for you and me.
I've roamed and rambled and I followed my
footsteps.
To the sparkling sands of her diamond deserts;
And all around me a voice was sounding:
This land was made for you and me.



Bonus: **Draw a picture of the American flag. How many stars and stripes does it have? Why?**

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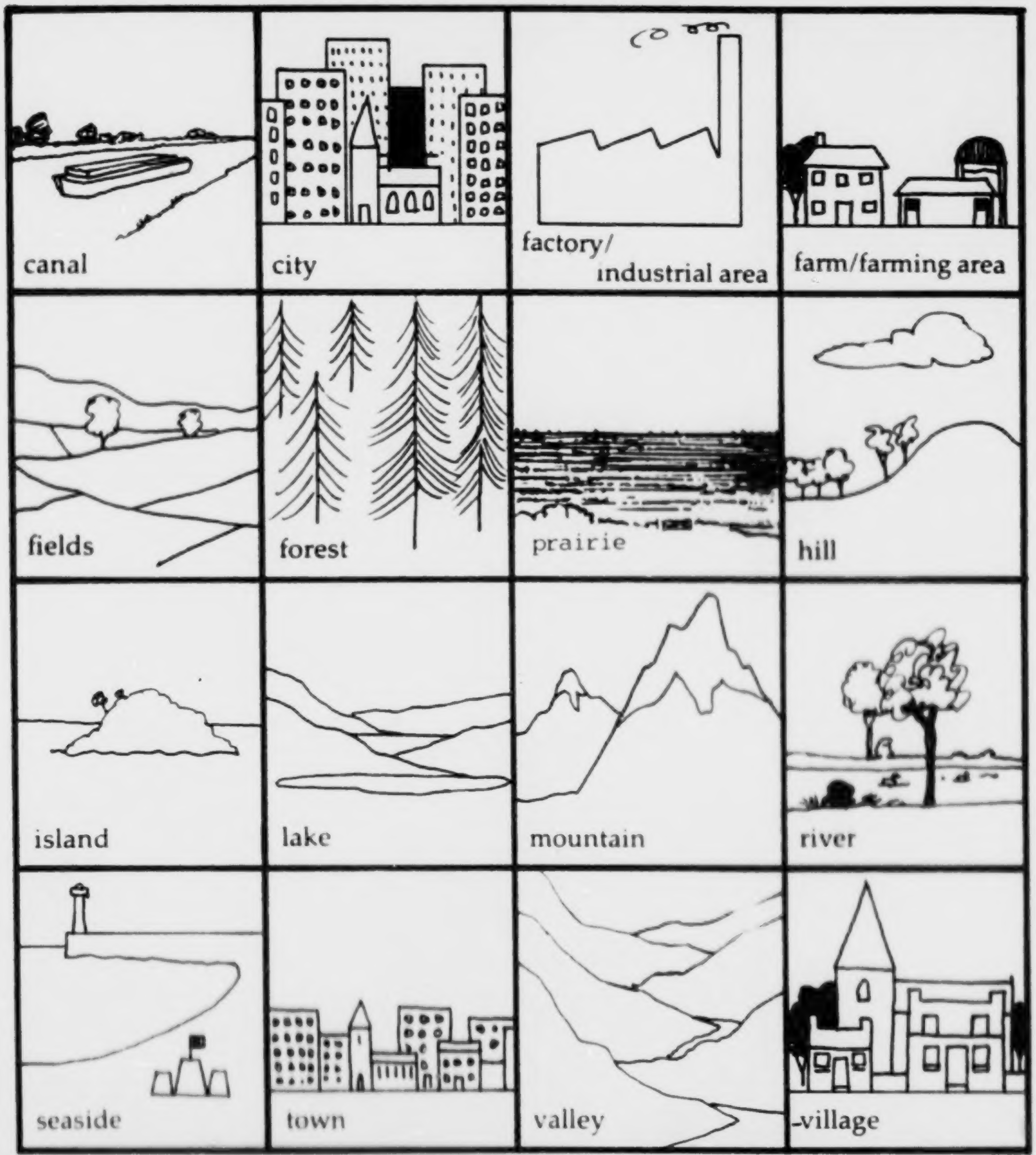
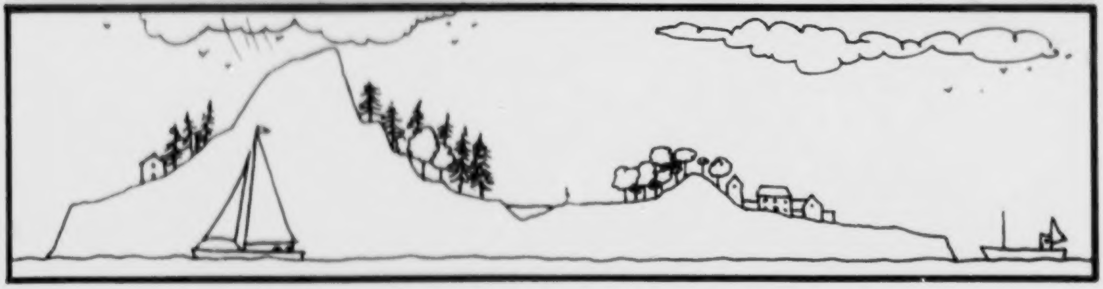
Visuals for "This Land Is Your Land"


canal
city
factory/ industrial area
farm/farming area
fields
forest
prairie
hill
island
lake
mountain
river
seaside
town
valley
village



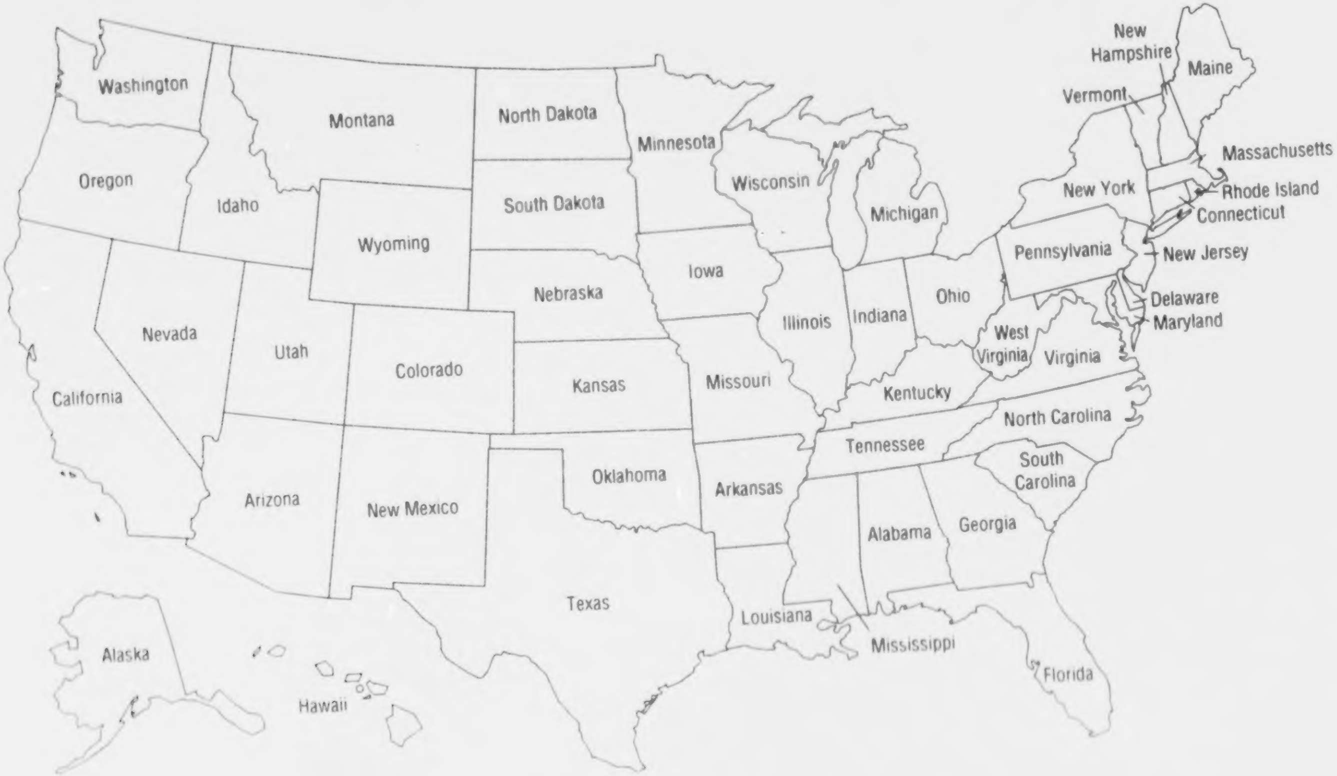
From Wright, Andrew (1984). *1000 Pictures for ESL Teachers to Copy.* Reading, MA: Addison-Wesley.

Name ______________________________ **Date** ______________________

AMERICA, THE BEAUTIFUL

Activity Sheet 1 - A Map of the United States

Directions: Circle the locations of places named in the song.


Washington
Montana
North Dakota
Minnesota
Wisconsin
Michigan
New Hampshire
Maine
Vermont
Massachusetts
New York
Rhode Island
Connecticut
Oregon
Idaho
Wyoming
South Dakota
Iowa
Pennsylvania
New Jersey
Nebraska
Illinois
Indiana
Ohio
Delaware
Maryland
West Virginia
Virginia
Nevada
Utah
Colorado
Kansas
Missouri
Kentucky
California
North Carolina
Tennessee
South Carolina
Oklahoma
Arkansas
Arizona
New Mexico
Alabama
Georgia
Texas
Louisiana
Mississippi
Alaska
Hawaii
Florida

Name ______________________________ **Date** ____________________

AMERICA, THE BEAUTIFUL

Activity Sheet 2 - Images of the USA in "This Land Is Your Land"

Directions: An image is a picture you see inside your head when you hear a word or group of words. In the song "This Land Is Your Land," the songwriter, Woody Guthrie, uses words to create images of the country he loves, the USA.

Explain the images you see in Column I.

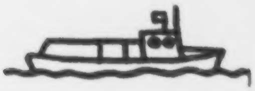
In Column II compare the place you live to the images of places mentioned in the song. Is the place you live in the USA anything like the places the songwriter describes?

In Column III tell how these images compare to your or your parents' homeland.

I.	II.	III.
Images in song "This Land Is Your Land"	Images of NYC	Images of my homeland
redwood forests - *tall trees*	*tall buildings* *skyscrapers*	*Puerto Rico - palm trees*
Gulf Stream waters - *clear waters*		
ribbon of highway -		
endless skyway -		
golden valley -		*the steppes in Russia*
sparkling sands -	*Coney Island*	
diamond deserts -		

Bonus: Write sentences comparing the images you have filled in above, e.g., The palm trees in Puerto Rico wave in the wind. They are not as tall as redwood trees, but they are very beautiful.

Name ______________________ **Date** ______________



by boat

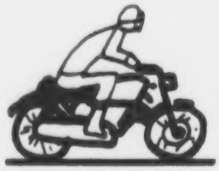
AMERICA, THE BEAUTIFUL

Activity Sheet 3 - Traveling from Place to Place in the USA

Directions: In the movie "Forrest Gump," the main character runs across the United States from coast to coast. People follow him. In the song "This Land Is Your Land," the songwriter names places all around our country. Imagine you are traveling across the USA.

- Can you draw lines on the map to show your imaginary journey?
- How will you get from place to place?
- Write sentences to describe where you will go.

To get you started, select words from the following box:



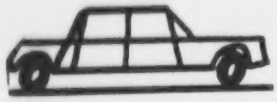
by motorcycle

drive, fly, sail, take a train, take a bus, bike

1. I will drive from New York to Florida.
2. I will ________ from ________ to ________.
3. I will ________ from ________ to ________.
4.
5.
6.

by train

- Enrichment: Get railway or bus route maps and schedules to plan a trip around the North American continent.



by car

Name ______________________________ **Date** ______________________

AMERICA, THE BEAUTIFUL

Activity Sheet 4 - "This Land Is Your Land" Vocabulary Matching

Directions: Draw a line from each numbered word to its definition. Then identify the part of speech as a noun, verb or adjective.

Word	Definition	Part of Speech
1. redwood	a. to move about without any particular place to go; wander	_______
2. stream	b. a very tall evergreen tree that has reddish-brown bark	_______
3. ribbon	c. shining in quick, bright flashes	_______
4. endless	d. an area of low land between hills or mountains	_______
5. golden	e. a hot, dry, sandy area of land with few plants growing on it	_______
6. valley	f. a body of flowing water	_______
7. roam	g. a band of cloth, paper or other material that is used for decoration	_______
8. sparkling	h. having the color or shine of gold; bright or shining	_______
9. diamond	i. having no limit or end; going on forever	_______
10. desert	j. a very hard mineral that is usually colorless; often used as a jewel	_______

Notice that sometimes the same word can have different functions, e.g., Nomads often live in the desert. (noun) There was a strong desert (adjective) storm. Can you think of more examples?

Name ______________________________ **Date** ____________________

AMERICA, THE BEAUTIFUL

Activity Sheet 5 - Prepositions in "This Land Is Your Land"

Directions: Review the words from the song you have learned. Then use the prepositions from the box below to fill in the blanks. Now draw an arrow from each preposition to its object.

This land is your land, this land is my land, ____________ California ____________ the New York Island, ____________ the redwood forests ____________ the Gulf Stream waters, this land was made ____________ you and me.

As I was walking that ribbon ____________ highway, I saw ____________ me that endless skyway; I saw ____________ me that golden valley. This land was made ____________ you and me.

I've roamed and rambled and I followed my footsteps ____________ the sparkling sands ____________ her diamond deserts, and all ____________ me a voice was sounding, this land was made ____________ you and me.

Preposition Box

from	to	above	of
below	for	around	

Reminder: A preposition is a word used to show the relation between a noun or pronoun, called the object of the preposition, and another word in the sentence.

Name ______________________ **Date** ____________________

AMERICA, THE BEAUTIFUL

Activity Sheet 6 - Word Search

Directions: Read the words in the list. Find and circle them in the grid below. Words may be horizontal or vertical, on a diagonal, or backwards.

C	G	R	I	B	B	O	N	Q	S	A	N	D	S
L	A	N	D	M	O	T	P	S	R	E	T	A	W
V	A	L	L	E	Y	N	E	W	Y	O	R	K	R
A	C	K	I	L	D	E	S	E	R	T	S	N	E
O	G	U	L	F	S	T	R	E	A	M	T	S	D
U	B	L	R	R	O	A	M	E	D	U	N	V	W
B	S	N	M	K	T	R	I	B	B	O	N	T	O
E	N	D	L	E	S	S	N	T	J	Q	O	P	O
M	Y	A	W	H	G	I	H	I	S	L	A	N	D
A	N	R	Z	F	S	K	Y	W	A	Y	K	R	S

California

skyway

redwood

roamed

Gulf Stream

island

sands

land

valley

ribbon

waters

endless

deserts

New York

Deep in the Heart of Texas

Words by June Hershey
Music by Don Swarder
c. 1941

The stars at night are big and bright, deep in the heart of Texas.
The prairie sky is wide and high, deep in the heart of Texas.
The sage in bloom is like perfume, deep in the heart of Texas.
Reminds me of the one I love, deep in the heart of Texas.
The Texas coyotes wail along the trail, deep in the heart of Texas.
The rabbits rush around the brush, deep in the heart of Texas.
The cowboys cry, "Ki-yip-pee-yi!" deep in the heart of Texas.
The dogies* bawl and bawl, deep in the heart of Texas.

**Dogie* is a cowboy word for a motherless calf in a cattle herd.

Oklahoma

Words by Oscar Hammerstein
Music by Richard Rogers
c. 1943

Oklahoma, where the wind comes sweepin' down the plain,
And the waving wheat can sure smell sweet,
When the wind comes right behind the rain.
Oklahoma, ev'ry night my honey-lamb and I
Sit alone and talk and watch a hawk making lazy circles in the sky.
We know we belong to the land.
And the land we belong to is grand!
And when we say, "Yeeow! A yip-i-o-ee-ay!"
We're only sayin', You're doin' fine, Oklahoma!"
"Oklahoma! OK!"

California, Here I Come

Words and Music by Al Jolson, B.G. DeSylva and Joseph Meyer
c. 1924

California, here I come,
Right back where I started from.
Where bowers of flowers bloom in the sun,
Each morning at dawning birdies sing and everything.
A sun-kissed maid said, "Don't be late."
That's why I can hardly wait.
Open up that Golden Gate, California, here I come!

Georgia on My Mind

Words by Stuart Gorel
Music by Hoagy Carmichael
c. 1930

Georgia, Georgia, the whole day through;
Just an old sweet song keeps Georgia on my mind. (Georgia on my mind.)
Each day, Georgia, a song of you, comes as sweet and clear as
  moonlight through the pines,
Other arms reach out to me;
Other eyes smile tenderly.
Still in peaceful dreams I see the road leads back to you.
Georgia, Georgia, no peace I find;
Just an old sweet song keeps Georgia on my mind.

Oh! Susanna

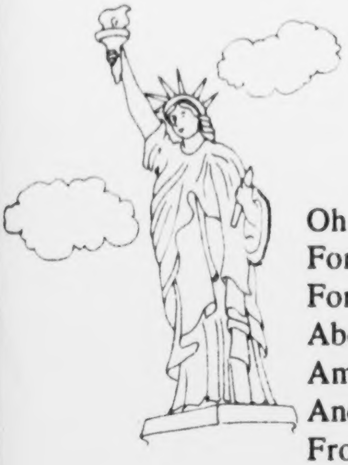
Words and Music by Stephen C. Foster
c. 1993

I come from Alabama with my banjo on my knee.
I'm go'n to Lou-siana, my true love for to see.
It rained all night the day I left, the weather it was dry.
The sun so hot, I froze to death, Susanna, don't you cry.
Oh! Susanna, Oh don't you cry for me.
I've come from Alabama with my banjo on my knee!

Sidewalks of New York

Words and Music by Lalwer-Blake

East side, West side, all around the town;
The tots sang "ring-around-rosie," "London Bridge is falling down."
Boys and girls together,
Me and Mamie O'Rourke,
Tripped the light fantastic on the sidewalks of New York!



AMERICA, THE BEAUTIFUL

by Katherine Lee Bates

Oh beautiful, for spacious skies,
For amber waves of grain,
For purple mountains' majesties,
Above the fruited plain!
America, America, God shed his grace on thee,
And crowned thy good with brotherhood,
From sea to shining sea.

Bonus: Try to find the other verses to this song. Ask the school librarian.

Name ______________________________ **Date** ______________________

AMERICA, THE BEAUTIFUL

Activity Sheet 7 - Traditional American Songs

Directions: Read and discuss the lyrics of a traditional American song. Then answer the following questions. Talk about your responses with a partner.

What is the name of the song? ____

Who wrote the song? ____

What setting does it have? ____

What images does the songwriter use to provide a mental picture of the place?

____

____

What words can you think of to describe the emotions or mood you feel when you hear the song?

____

____

Are there any special qualities about this song? Look at the rhymes, and also think about any unusual words you see.

____

____

Name ______________________ **Date** ________________

AMERICA, THE BEAUTIFUL

Activity Sheet 8 - Some Important Americans

Directions: A. Using the base verbs **develop, discover, find, invent,** and **write,** fill in action verbs in the past tense in the sentences below:

1. Lewis Latimer invented many electrical devices.
2. Emma Lazarus ______________ the poem inscribed on the Statue of Liberty, "The New Colossus."
3. Alexander Graham Bell ______________ the telephone.
4. Miners ______________ gold in California in 1949.
5. Benjamin Franklin ______________ bifocal glasses. He also ______________ that lightning is attracted by metal.
6. Dr. Jonas Salk ______________ the vaccine against polio.
7. Louisa May Alcott ______________ Little Women.

Directions: B. Now see if you can use the same verbs in the PASSIVE VOICE to complete these sentences. Use WAS or WERE + the past participles (**developed, written, invented, discovered, found**) in the sentences below.

8. Many electrical devices were invented by Lewis Latimer.
9. "The New Colossus," a beautiful poem, ______________ by Emma Lazarus.
10. Bifocals ______________ by Benjamin Franklin.
11. Gold ______________ by miners in California in 1949.
12. The popular book Little Women ______________ by Louisa May Alcott.
13. The telephone ______________ by Alexander Graham Bell.
14. The vaccination against polio ______________ by Dr. Jonas Salk.

Bonus: **What is the difference between an invention and a discovery?**

Name ______________________________ **Date** ______________________

AMERICA, THE BEAUTIFUL

Activity Sheet 9 - State Names and Capitals

Directions: Look at the table on the next page. Answer the questions in complete sentences.

1. What is the first column? ______________________________
2. What is the second column? ______________________________
3. What is the third column? ______________________________
4. What is the abbreviation for Alabama? ______________________________
5. What is the abbreviation for Maine? ______________________________
6. What is the abbreviation for New Mexico? ______________________________
7. What is the abbreviation for Tennessee? ______________________________
8. What is the abbreviation for New York? ______________________________
9. What is the abbreviation for Ohio? ______________________________
10. What is the abbreviation for Rhode Island? ______________________________
11. Which state is AK? ______________________________
12. Which state is MD? ______________________________
13. Which state is NC? ______________________________
14. Which state is PA? ______________________________
15. Which state is WV? ______________________________
16. Which state is VT? ______________________________
17. Which state is NJ? ______________________________
18. Which state is WA? ______________________________
19. What is the capital of New York? ______________________________
20. What is the capital of New Jersey? ______________________________
21. What is the capital of Connecticut? ______________________________
22. What is the capital of Vermont? ______________________________
23. What is the capital of Massachusetts? ______________________________
24. What is the capital of Pennsylvania? ______________________________
25. What is the capital of Illinois? ______________________________

Bonus: Make a list of any states you have visited.

Name ________________________ **Date** ____________________

Table of State Names and Capitals

STATE	ABBREVIATION	CAPITAL
Alabama	AL	Montgomery
Alaska	AK	Juneau
Arizona	AZ	Phoenix
Arkansas	AR	Little Rock
California	CA	Sacramento
Colorado	CO	Denver
Connecticut	CT	Hartford
Delaware	DE	Dover
Florida	FL	Tallahassee
Georgia	GA	Atlanta
Hawaii	HI	Honolulu
Idaho	ID	Boise
Illinois	IL	Springfield
Indiana	IN	Indianapolis
Iowa	IA	Des Moines
Kansas	KS	Topeka
Kentucky	KY	Frankfort
Louisiana	LA	Baton Rouge
Maine	ME	Augusta
Maryland	MD	Annapolis
Massachusetts	MA	Boston
Michigan	MI	Lansing
Minnesota	MN	St. Paul
Mississippi	MS	Jackson
Missouri	MO	Jefferson City
Montana	MT	Helena
Nebraska	NE	Lincoln
Nevada	NV	Carson City
New Hampshire	NH	Concord
New Jersey	NJ	Trenton
New Mexico	NM	Santa Fe
New York	NY	Albany
North Carolina	NC	Raleigh
North Dakota	ND	Bismarck
Ohio	OH	Columbus
Oklahoma	OK	Oklahoma City
Oregon	OR	Salem
Pennsylvania	PA	Harrisburg
Rhode Island	RI	Providence
South Carolina	SC	Columbia
South Dakota	SD	Pierre
Tennessee	TN	Nashville
Texas	TX	Austin
Utah	UT	Salt Lake City
Vermont	VT	Montpelier
Virginia	VA	Richmond
Washington	WA	Olympia
West Virginia	WV	Charleston
Wisconsin	WI	Madison
Wyoming	WY	Cheyenne

Name ______________________________ **Date** ____________________

AMERICA, THE BEAUTIFUL

Activity Sheet 10 - U.S. Atlas

Directions: Fill in the blanks. Use this worksheet for your class atlas.

Name of state ______________________________

The capital of ________________ is ________________.

The climate in ________________ is ________________.

________________________ ____

____

____

List some of the most important products of ________________:

____

____

____

Draw the state flag.

Some unique and interesting characteristics of ________________ are ______

____

____

____

____

Related Literature and Resources: America, the Beautiful

Brand, Oscar. *When I First Came to this Land.* New York: Putnam Publishing Group, 1965, 1974.

Davidson, Margaret. *The Story of Jackie Robinson*, Bravest Man in Baseball. New York: Parachute Press, 1988.

Frite, Jean. *Shh! We're Writing the Constitution.* New York: Putnam Publishing Group, 1987.

Giannotti, Janet and Suzanne Mele Szwarcewicz. *Talking About the U.S.A.: An Active Introduction to American Culture.* Upper Saddle River, NJ: Prentice Hall Regents, 1996.

Graham, Caroline. *Jazz Chants for Children.* New York: Oxford Press, 1979.

Grenough, Millie. *Sing It!* New York: McGraw-Hill, 1993.

Knowlton, Jack. *Maps and Globes.* New York: Harper and Row, 1985.

Lyons, Dr. John Henry. *Stories of Our American Patriotic Songs.* The Vanguard Press, Inc., 1940.

Montgomery, Elizabeth Rider. *Duke Ellington: King of Jazz.* Garrard Publishing Company, 1972.

Rand McNally U.S. Desk Map Activities

Short, Deborah J., Margaret Seufert-Bosco and Allene Guss Grognet. *By the People, For the People: U.S. Government and Citizenship.* McHenry, IL: Delta Systems Co., Inc., 1995.

Short, Deborah J., Margaret Seufert-Bosco and Allene Guss Grognet. *Of the People: U.S. History.* McHenry, IL: Delta Systems Co., Inc., 1995.

Spier, Peter. *The Star-Spangled Banner.* New York: Doubleday, 1973, 1986.

Stevens, Bryna. *Deborah Sampson Goes to War.* Minneapolis, MN: Carolrhoda Books, 1984.

DREAMS: LANGSTON HUGHES

ESL Framework Focus

- Grades 6-8
- Advanced/Transitional
- Identify your students' ESL levels.
- Select appropriate ESL Framework expectations.
- Choose objectives and activities from this unit to help meet those expectations.

ESL Strategies

- Natural Approach
- Framed Sentences
- Choral Reading
- Jazz Chants

Highlights

- Poetry
- A Poet Study
- Whole Language
- Graphic Organizers: Word Web, Bar Graph, Time Line

Teacher Tips

- Use poetry to introduce figurative language, such as metaphors. For example, ask students how Langston Hughes creates an image in the reader's mind by saying that a person's life can be like a bird with a broken wing.
- Have students look for and record other examples of figurative language in poetry and literature on an ongoing basis.

Aim

To interpret poems and become familiar with the life of a famous poet

Content Objective

Students will reflect on the messages in two poems and relate the poet's ideas to their own lives through oral and written activities.

Key Structures

Verbs: regular and irregular past tense - move, begin, spend, teach, write, translate
Verbs: tag questions with BE, DO and CAN
Figurative language: idioms, similes and metaphors using the word "dream" or "dreams"

Key Vocabulary

dream
nightmare
aspiration
belfry
graduation
novel
opera
autobiography
crust
syrup
defer
sag
appeal
fester
fast (i.e., tight)
rotten

Materials

poems "Dreams" and "Harlem" on chart paper, a reading selection, "Langston Hughes - A Short Biography"

Motivation

Write the word *DREAMS* on the chalkboard in large letters. Ask students, "What are dreams?" Write their answers on the board, creating a semantic web around the word. Try to elicit that dreams can be hopes and aspirations as well as thoughts and images that pass through the mind during sleep.

DREAMS: LANGSTON HUGHES

Teacher Tips

- A very useful vehicle to strengthen student writing is the dialogue journal, an interactive booklet in which the teacher writes frequent responses to student entries.
- Provide models of similes and metaphors. Give students chart paper and markers to write and illustrate their own figures of speech. Display their work.

The moonlight
In the night

poetry (writing)

Ask some of the following questions based on students' English proficiency:

- What are daydreams?
- What is the difference between daydreams and the dreams you have at night?
- What are nightmares?
- What are some of your dreams for the future?
- What is a "dream house"? a "dream vacation"? a "dreamboat"? a "dream come true"? a "dream team"?
- What is "The American Dream"? Is it a dream you have while you are asleep?
- What did Dr. Martin Luther King, Jr. mean when he said, "I have a dream"?

Write students' answers on a word web. They may enter comments in their own dialogue journals.

Procedure

- Distribute the poem "Dreams" and have students read it silently. Then have volunteers read it aloud. Ask students to identify difficult vocabulary to define as a group or look up.
- Ask students guiding questions to have them explain the messages of the poem. Ask, "Why do you think Langston Hughes wrote a poem about dreams?"
- Ask students, "What does the word *fast* mean in the first line of the poem?" Help students articulate several meanings of *fast*, and write these definitions on the board.
- Define and model the figures of speech simile and metaphor, and ask students for examples. Hughes' poetry contains many beautiful examples of metaphor ("Life is a broken-winged bird") and simile ("Does it dry up like a raisin in the sun?"). Students can then write their own similes and metaphors and share them with the class.
- Have students complete Activity Sheet 1.

DREAMS: LANGSTON HUGHES

Teacher Tips

- **Jazz chants** are an effective and fun way to present and review grammatical items, and the rhythm, stress and intonation pattern of spoken language. Jazz chanting, the rhythmic expression of Standard American English as it occurs in a situational context, was developed by Carolyn Graham. (See bibliography.)

- Supplement regular materials with library books and general references.

- Tell students they will now read about the author of the poem "Dreams." Distribute the biographical selection and have students read it silently. Explain any difficult vocabulary or have students use the dictionary to locate definitions.

- Review regular and irregular verbs in the passage. If students need help, provide contextualized practice to assist them with pronunciation, especially of irregular past tense verbs. Try a jazz chant to help students internalize these and other forms.

- Students can practice using past tense verbs in original sentences to describe events in their own lives.

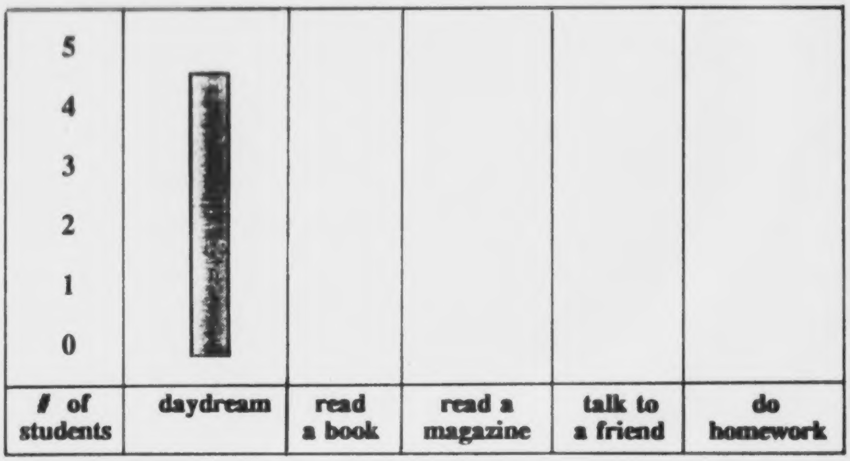
Simple Past Tense (add -ed)	Irregular Past Tense (change the verb)
• earned	• began
• moved	• spent
• stayed	• went
• visited	• wrote
	• taught

- Students may now complete Activity Sheets 2-4 or do them for homework.

- Have students discuss the short biography of Langston Hughes in small groups.

Teacher Reflections

- Tell students to take turns answering the following questions: 1) Why do you think Langston Hughes wrote some of his best poems on the train to Mexico? 2) What do you do to pass the time on the train or bus? Ask a representative from each group to report on his/her group members' responses to question 2. You may want to make a tally or bar graph of class responses. For example:



Things to Do

- Have students use the bar graph to write framed sentences that stress the patterns:

E.g., Four students in the class like to daydream on the train.
1. _____ student(s) in the class like(s) to _____ on the train.
2. _____ student(s) in the class like(s) to _____ on the _____.
3.
4.
5.

- Have students complete Activity Sheet 5, a time line of Langston Hughes' life, using information from the reading passage and other references.

- Distribute the poem "Harlem." You will probably need to teach some difficult vocabulary, especially key words such as *deferred* and *fester*, before having students read the poem on their own. Encourage questions and comments.

DREAMS: LANGSTON HUGHES

Teacher Tips

- **A tag question** is a shortened question form at the end of a sentence. If the statement is affirmative, the tag question is negative. If the statement is negative, the tag question is affirmative. Tag questions are not usually used in formal writing. See Activity Sheet 7 for examples.

- Allow students to read the poem silently. Ask students to read the poem out loud to a partner. Instruct students to discuss the poem's message with their partners, and to be prepared to share their responses with the class. Circulate around the room to help pairs of students with comprehension. Write students' interpretations on the board.

- Inform students that an image is a picture you see in your mind when you hear a word or group of words. Write *IMAGES* on the board. Tell students to close their eyes and listen as you read the poem aloud. Ask students to mention the images they saw while you were reading. Make a semantic web of their responses on the board.

- Have students copy "Harlem" in neat handwriting on Activity Sheet 6.

- Have students do a choral reading of the poem. Have sections of the class read a part of the poem.

- Display a map of New York City. Ask the class if anyone can locate Harlem on the map. Ask why Langston Hughes chose "Harlem" as the title for this poem. How do you feel when you hope for something, but don't get it? How would you feel if you were not able to achieve your goals and dreams for the future?

- Have students write about a dream they have for the future. Encourage students to explain how they plan to attain their goals. Students may want to list in a sequence the steps they plan to take to realize their dreams. What problems do they anticipate? What possible solutions do they see?

Extensions

- Read and discuss other poems by Langston Hughes.

- Have each student create a poster of one of Langston Hughes' poems.

- Have students memorize and recite another poem.

Teacher Reflections

- Activity Sheets 7-8 may be completed in upcoming lessons. You will need to teach or review the use of tag questions with BE, DO and CAN for Activity Sheet 7, and provide context, such as through role plays, for Activity Sheet 8. In future lessons, you can incorporate tag questions with other modals such as HAVE TO, SHOULD, etc.

- Show students artwork by the Mexican artist Diego Rivera. Explain that Rivera's art, which depicts the culture and lives of the Mexican people, inspired Hughes to try to express the African American experience through his poetry. Have students write about what they see in Rivera's paintings. Ask, "What does Rivera tell us about Mexican culture in his artwork?" Have students create artwork and poetry in which they try to illustrate and express the many cultures of New York City and their community.

- Give students excerpts from Dr. Martin Luther King, Jr.'s "I Have a Dream" speech and discuss. Ask, "Did his dream ever come true? What can we do to help that dream survive?" Have students write their own "I have a Dream" speeches.

- Provide copies of the play "A Raisin in the Sun" by Lorraine Hansberry (Dutton Publishing Company, 1961). Give students the opportunity to earn extra credit by reading the play and relating it to Hughes' poem "Harlem." Point out that Ms. Hansberry was inspired by Hughes' poetry.

Evaluation

Have students write a short essay answering the following question. In the poems "Dreams" and "Harlem," what do you think Langston Hughes is telling us about the hopes and dreams we all have? Give students a selection of sentence starters to help guide them.

Adaptations

- Show a photo of Langston Hughes to help students make a connection between the poet and his poetry.
- Play cassettes of blues and jazz music. Encourage students to draw parallels between the meaning of Langston Hughes' poems and the mood and message of the music.
- Dramatize parts of the play "A Raisin in the Sun." Let students select the parts they wish to play.
- Bring in soul food, traditionally made by African Americans, and encourage students to "taste test." There are many soul food restaurants in Harlem.
- Play cassettes of environmental sounds such as the ocean, rainforest, etc. Have students close their eyes and imagine that they are at that place. Afterwards, have them describe in detail their mental images. Record the responses on chart paper for further discussion.

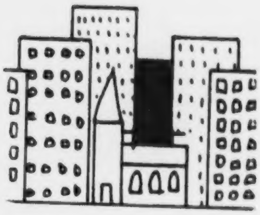
Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Langston Hughes

Harlem



What happens to a dream deferred?
Does it dry up
like a raisin in the sun?

Or fester like a sore -
And then run?
Does it stink like rotten meat?
Or crust and sugar over -
Like syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

Langston Hughes

LANGSTON HUGHES - A SHORT BIOGRAPHY

Langston Hughes is one of the best known poets in America. He is a poet for all people. This African-American poet appeals to young readers as well as older ones.

He was born in Joplin, Missouri on February 1, 1902. Later he moved to Cleveland, Ohio. While in high school, he began writing poems for the school magazine, *The Belfry Owl.*

He spent many summers with his father in Mexico. He wrote some of his best poems on the train rides to visit his father. In Mexico, he earned money by teaching English to Mexican families.

After high school, he entered Columbia University in New York City in 1921. He stayed only one year. Later he went to Washington, D.C., where he continued writing poems. He also visited many countries all over the world.

Many of Langston Hughes' poems have been set to music. His poems have been translated into many languages including Chinese, Dutch, French, German and Spanish. He also wrote novels and operas. Langston Hughes died in 1967. His autobiography is called *The Big Sea*.

Name ______________________________ **Date** ____________________

Dreams: Langston Hughes

Activity Sheet 1 - Dreams

Directions: Copy the poem "Dreams" by Langston Hughes in your neatest handwriting.

Two words that rhyme in the poem are ______________ and ______________.

Directions: Make a sketch of a dream you have had or use your imagination to illustrate the poem.

Bonus: **Do all poems have to rhyme? Why?** ___________________________

____

Name ______________________________ **Date** ____________________

Dreams: Langston Hughes

Activity Sheet 2 - Learning About the Life of Langston Hughes

Directions: Using the reading passage called "Langston Hughes," answer each question with a complete sentence.

1. Who was Langston Hughes?

____

2. Where was he born?

____

3. Where did Langston Hughes spend many summers?

____

____

4. What did he do in Mexico?

____

____

5. What did he do in Washington, D.C.?

____

____

6. How old was Langston Hughes when he died?

____

7. What else would you like to know about him?

____

____

Name ______________________ **Date** ______________

Dreams: Langston Hughes

Activity Sheet 3 - Learning More About the Life of Langston Hughes

Directions: Using the example below, answer each of the following questions in the negative. Then make a true statement based on the short biography you have read.

Example: Did Langston Hughes move to New York City?
No, he didn't. He moved to Cleveland.

1. Did Langston Hughes begin writing in college?

   ____

2. Did Langston Hughes spend summers in Canada?

   ____

3. Did Langston Hughes teach German to Mexican families?

   ____

4. Did Langston Hughes write poems for his city newspaper?

   ____

Bonus: What is an autobiography?

____

____

Name ______________________________ **Date** ____________________

Dreams: Langston Hughes

Activity Sheet 4 - Recalling the Life of Langston Hughes

Directions: Fill in the blanks with the correct word from the short biography of Langston Hughes.

1. Langston Hughes is __________ of the __________ known poets in America.
2. He __________ to young readers as well as older readers.
3. His high school magazine was called The __________ Owl.
4. He __________ many summers with his __________ in Mexico.
5. He __________ some of his __________ poems on the train.
6. He __________ money by teaching English to Mexican families.
7. After __________, he entered Columbia University.
8. Many of Langston Hughes' poems have been __________ to music.
9. He __________ wrote novels and operas.
10. His ___________________________ is called *The Big Sea*.

Bonus: Why do you think many of Langston Hughes' poems have been set to music?

____

____

____

Name ______________________ **Date** ______________

Dreams: Langston Hughes

Activity Sheet 5 - Recording Events in the Life of Langston Hughes

Directions: Use the information in the short biography to complete the time line.

Date **Event**

1902- Langston Hughes was born in Joplin, Missouri.

1921-

1967-

Bonus: Use a map of the United States and Mexico to locate the places Langston Hughes lived or visited.

Name ______________________________ **Date** ____________________

Dreams: Langston Hughes

Activity Sheet 6 - "Harlem"

Directions: Copy the poem "Harlem" in your neatest handwriting.

Directions: Choose a metaphor from the poem. What image does it create in your mind? Make a sketch in the box.

Name ______________________ **Date** ______________

Dreams: Langston Hughes

Activity Sheet 7 - Thinking About the Life of Langston Hughes

Directions: Using the examples below, answer each of the following questions.

Hint: Look at the statement, not the tag at the end, to help formulate your answer.

Explanation: A tag question is a shortened question at the end of a sentence. If the statement is affirmative (positive), the tag question is negative:

Langston Hughes was an exceptional person, wasn't he?
Answer: Yes, he was.
Negative tag, wasn't he?, anticipates affirmative answer.

If the statement is negative, the tag question is affirmative (positive):
He didn't stay in one city all his life, did he?
Answer: No, he didn't. He traveled all over the world.
Affirmative tag, did he?, anticipates negative answer.

1. Langston Hughes is a very well known poet, isn't he?

   ____

2. He was African-American, wasn't he?

   ____

3. He wasn't born in New York, was he?

   ____

4. Langston Hughes began writing poems in high school, didn't he?

   ____

   ____

5. The poet didn't spend summers in Canada, did he?

6. This writer taught English to Mexican families, didn't he?

7. Hughes traveled all over the world, didn't he?

8. It would be interesting to hear his poems that have been set to music, wouldn't it?

9. Wow! He's so talented. I can't believe Hughes also wrote novels and operas, can you?

10. Hughes' autobiography is called *The Big Sea*, isn't it?

Name ______________________________ **Date** ____________________

Dreams: Langston Hughes

Activity Sheet 8 - Having Fun with Figurative Language

Directions: Choose the sentence that means the same as the bolded sentence in the story. Underline your answer. You can guess if you are not sure.

1. Dolores got some money for her birthday. Her aunt gave her five dollars. Dolores said, **"I will save it for a rainy day."**

   a) I will buy a new raincoat.
   b) I will save it until I need it.
   c) I will save it until the weather changes.
   d) I will spend it during the rainy season.

2. Rebecca loves pretty clothes. Even when she can't buy new clothes, she likes to look at what the stores have for sale. **She likes to window-shop.**

   a) She likes to buy what is in the window.
   b) She likes to shop only in malls.
   c) She likes to buy new windows.
   d) She likes to look even when she's not planning to buy anything.

3) David did not know much about the American Revolution. He knew that his friend Rafael knew a lot about it. Rafael said, **"If you'd like, I'll shed some light on the subject."**

   a) I will tell you something about the subject.
   b) I will turn on the light.
   c) I will study in the daytime.
   d) I will throw the book away.

When the teacher tells you to break into groups, discuss the answers you picked with your classmates. Come to a group decision on the correct answers. Groups will compare their final decisions and defend their opinions.

Davidson, Margaret. *The Story of Jackie Robinson, Bravest Man in Baseball.* New York: Parachute Press, 1988.

Frost, Robert. *Stopping by Woods on a Snowy Evening.* New York: Dutton, 1978.

Graham, Carolyn. *Jazz Chants.* New York: Oxford University Press, 1978.

Graham, Carolyn. *Grammarchants.* New York: Oxford University Press, 1993.

Keats, Ezra Jack. *John Henry, An American Legend.* New York: Random House, 1965; Knopf, 1987.

Prelutsky, Jack. *The Random House Book of Poetry.* New York: Random House, 1983.

Uchida, Yoshiko. *A Jar of Dreams.* New York: Macmillan, 1981.

Section III:
ESL—Tying Theory to Practice

Facilitating Language Development

FIRST LANGUAGE ACQUISITION AND THE BILINGUAL/ESL LEARNER

Several crucial factors provide students with the linguistic and academic skills necessary for achieving in school and for effectively participating in society. These factors support instruction in a bilingual/ESL program that includes native language communication arts, content area instruction, and ESL instruction. The factors are explained below, along with some helpful teaching concepts:

- Development of the native language (L1) is important to a child's psychological, linguistic, and cognitive well-being.
- The native language and the second language (L2) are complementary rather than mutually exclusive.
- Native language proficiency, moreover, is a powerful predictor of successful second language development.
- To develop academic skills, students must be able to understand the content and concepts that are introduced in the classroom. For bilingual/ESL learners, this comprehension depends in part on the prior development of higher order thinking skills in their first language.
- Since language learning is a process, students in bilingual/ESL programs are taught content and reasoning skills in a language they know and can manipulate while they learn English, so that they eventually are able to learn subject matter in English. Second language learners acquire information more easily when the language used is one they can comprehend.

Teachers of bilingual/ESL learners should keep the following suggestions in mind:

- Encourage parents to share native language literacy experiences (reading aloud, creating stories) with their children. It is counterproductive to suggest that parents who are themselves in the process of acquiring the English language use only English. This course of action decreases the quality and quantity of parent-child interaction and provides a less elaborate model of speech and literacy to children.
- Encourage the schools serving bilingual/ESL students to explore various avenues for using the home language of their students in order to engage parents in the schooling of their children.
- Communicate to students and parents the belief that bilingualism is a special achievement, one that is valuable to society. This idea applies to native speakers of English as well.
- Always try to ascertain each student's level of L1 literacy and academic preparation as a key to planning your ESL linguistic and content area instruction.

CREATING A CLIMATE FOR LANGUAGE ACQUISITION

> *A second language might be acquired best in communication-based settings that are rich in comprehensible input, provide a low-anxiety atmosphere, and value the learner's cultural background.*
>
> Baca and Cervantes, 1989

As Baca and Cervantes note, the learning environment is an important element in language acquisition. Remember that all students need to work from a foundation that values the culture, language, and experiences they bring to the classroom setting.

Set Up a Stress-Free Environment and Nurture Self-Esteem

- Show interest in the students, their language, and their culture.
- Make students feel secure.
- Allow them to speak in their own language.
- Avoid forcing them to speak.
- Make students feel that they should not be embarrassed or ashamed of their errors.
- Accept gestures, pantomime, or drawings whenever possible.
- Don't overcorrect grammatical or pronunciation errors. Model appropriate language to provide students with feedback.
- Continually reinforce students' progress.
- Encourage students to share their backgrounds and cultures.

Provide Plenty of Comprehensible Input

Communicate Effectively:

- Use clear, predictable language.
- Speak slowly.
- Reduce the use of idioms.
- Use the active voice and affirmative sentences.
- Monitor sentence length; don't make sentences too long.
- Simplify vocabulary whenever possible.
- Use linguistic cues or attention-getters.
- Use key words.
- Focus the exchange on the here-and-now.
- Expand the one- or two-word sentences that students produce.

Use Nonverbal Cues:

- Use plenty of visual cues.
- Act out material or use gestures to communicate meaning.
- Use contextual cues.
- Use more than one method of communication: speech, writing, gestures, facial expressions, etc.
- Check often to make sure children understand what you are communicating.
- Allow some time for students to hear, understand, and formulate their responses.
- Give feedback.

Maximize Students' Exposure to Natural Communication

- Surround students with real language used for real purposes by real people.
- Present language as a "whole" and in context.
- Focus on meaning, not form.
- Avoid criticizing students.
- Encourage participation.
- Encourage students to learn from their peers.
- View errors as a normal part of learning.
- Make cooperative learning an important part of the program.

Integrate Students' Cultural Backgrounds into the Curriculum

- Remember that all students come to school with their own cultural and linguistic traditions.
- Be aware that one role of the teacher is to help children understand and value the contributions of diverse cultures to American society.
- Incorporate cultural elements into all curricula areas and all parts of the learning environment.
- Be sure that activities and materials reflect students' cultural backgrounds.
- Avoid making culturally biased assumptions about students.

FACILITATING TEACHER-STUDENT INTERACTION

By Sending a Message

Students may not understand what you are trying to communicate to them at first. You should provide additional clues, along with the verbal message, to clarify the intended meaning.

Use the following strategies to clarify meaning:

- Provide a modified message at a normal rate of speed and use appropriate gestures to convey meaning. Repeat the message more slowly, enunciating the word boundaries more clearly. Do not use stilted speech.
- Provide contextual support such as illustrations (especially for younger students), objects, or visual aids.
- Rephrase the verbal message. Emphasize specific key words.
- Repeat the same verbal message and add geographical clues ("on my desk"), temporal clues ("before lunch"), or logistical clues by moving or rearranging the materials being used or by moving the student directly into the situation.
- If meaning has still not been communicated, use the word(s) in the student's language, or use a peer or a paraprofessional as an interpreter. Then move back to English, repeat the message, and move on to the next item.

By Receiving a Message

Demonstrate real evidence of caring about receiving the student's message. Some procedures that can achieve this are the following:

- Listen carefully to students and keep your facial expression neutral.
- If you understand only one or two words, identify them and let the student know what you have understood. Then ask for more information. For example, "I know you are talking about________." "Tell me the rest again." "What about________?"
- Identify the intended physical context as a clue to decoding the message: "Are you talking about something here?" "Are you talking about something at home?"
- Ask the student to rephrase the statement in order to increase your comprehension: "Can you say that another way?"
- When you understand the meaning, restate it in correct linguistic form, be it a phrase or sentence, and encourage the student to repeat it.
- When you have misunderstood a student's intended message, it may be appropriate to explain your confusion. This technique is particularly appropriate with an older student or one who has developed sufficient English skills. For example, "I thought you wanted the stapler, but you called it a 'clipser'." You can write and model the appropriate form. Encourage, don't force, the student to repeat it.

Encourage the student to continue the dialogue as long as possible whenever the interaction is aimed at understanding meaning. Also, use pictures or contextual support to aid comprehension.

Know that some students may have to be taught how they can help you understand what they are saying. Mostly they will learn this through watching your handling of situations. Look for and help bring about situations that require students to do the following:

- Develop a need to communicate.
- Learn how to provide additional clues such as pointing, acting out, drawing, finding and manipulating visuals, etc.
- Be patient with the teacher's or a student's lack of understanding.
- Take responsibility for getting the message across.

SELECTING ESL MATERIALS

When selecting materials to be used with bilingual/ESL learners, consider the following points:

— Are the linguistic items appropriate?

— Do the activities provide meaningful contexts for language use?

— Do the activities integrate listening, speaking, reading, and writing?

— Are the activities both experientially-based and student-centered?

— Are the illustrations clear and appropriate?

— Do the activities call for student performance that facilitates teacher evaluation ?

— Are the cognitive skills and concepts clear, consistent, and appropriate to grade level?

— Do the worksheets provide meaningful follow-up for the activities?

— Is the methodology sufficiently diversified so that various learning styles are accommodated?

— Do the activities provide for instruction that develops the stated cognitive and linguistic skills and concepts?

— Do the activities reinforce the general curriculum?

— Is the content culturally diverse?

— Is the content free of stereotyped views of women, minorities, and people with exceptionalities?

FOUR LEVELS OF LANGUAGE ACQUISITION

Language is acquired in four stages: preproduction, early production, speech emergence, and intermediate fluency.* All levels of language acquisition require comprehensible input (contextualized language) to clarify meaning. By correctly identifying each student's level of language acquisition, you can select the appropriate stimuli for prompting successful communication with every student.

Second language acquisition often occurs when new vocabulary, phrases, and communicative text are clarified by gestures, facial expressions, body movements, realia (actual objects), pictures, illustrations, photographs, diagrams, maps, etc. Language input is thus made comprehensible. The four levels of language acquisition are described below, along with considerations for their instructional support.

Preproduction

In this first stage, students are not yet speaking the new language. They depend on modeling, gesturing, visuals, and context clues to obtain meaning. Students also convey meaning with gestures and actions. The focus is on comprehension while students develop listening strategies that will later form the basis for production.

Considerations for instructional support:

- Provide a great deal of comprehensible input—language made understandable to students through strong contextualization and use of visuals, gestures, and realia.
- Reinforce new language through a variety of interesting and meaningful learning experiences.
- Focus lessons on developing a large receptive vocabulary—words and phrases students understand even though they are not ready to produce.
- Remember that students will learn key listening strategies during this silent period, thus preparing themselves for speech production in later stages.
- Be patient: preproduction usually lasts from a few weeks to several months.
- Expose students to printed materials even though they are not yet able to read long passages for comprehension.

Early Production

After the initial listening phase, students begin to produce words that they have often heard. However, they produce no more than isolated words in response to comprehensible input. For example, students begin to answer "yes" or "no" to specific questions. Also, they may answer in a short response that includes a familiar vocabulary word. Design activities to produce vocabulary and language structures that students already understand.

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* Krashen, Stephen D. and Tracy D. Terrell. *The Natural Approach: Language Acquisition in the Classroom.* Haywood, CA: Alemany Press, 1983.

Considerations for instructional support:

- Continue to provide comprehensible input to expand receptive vocabulary.
- Encourage students through meaningful language activities to produce the vocabulary they have learned.
- Contextualize ESL activities (rather than give grammar and pronunciation drills) to motivate students to risk error.
- Introduce ESL reading and writing strategies at this stage.

Speech Emergence

After students have acquired a limited vocabulary, they respond in short phrases or sentences. Eventually, they begin to use longer sentences and respond to literal statements and simple questions. However, student errors are still very common. Bear in mind that students comprehend much more than they produce.

Considerations for instructional support:

- Continue to expand students' receptive and productive vocabularies.
- Introduce content area vocabulary. Many students may be ready to read content area materials with controlled vocabulary and illustrations.
- Encourage students through activities to use language in more complex ways.
- Model language that is purposeful, meaningful, and whole.
- Model appropriate responses rather than overtly correcting errors.
- Include in your lesson plan experience charts, graphic organizers (e.g., grids, diagrams, charts), and literature to develop all four language skills (listening, speaking, reading, writing).
- Enhance student confidence and English language proficiency through cooperative learning groups .

Intermediate Fluency

In this stage, students begin to engage in conversation and produce full sentences and connected narratives. Students are challenged to produce responses that require creativity, critical thinking skills, and complete sentence structures. More advanced reading and writing activities are incorporated into lessons.

Considerations for instructional support:

- Target content areas and higher levels of language use in your lessons.
- Incorporate reading and writing activities in all lessons to strengthen reading and writing skills, which are developing rapidly at this stage.
- Continue to use visuals, realia, hands-on activities, cooperative learning and graphic organizers to support second language acquisition.

SOCIAL AND ACADEMIC ENGLISH

According to Cummins, there are two types of English language proficiency: social, which he calls Basic Interpersonal Communication Skills (BICS); and academic, which he names Cognitive Academic Language Proficiency (CALP). Basic Interpersonal Communication Skills denotes a student's ability to function conversationally in English and "survive," or negotiate, everyday situations. Cognitive Academic Language Proficiency refers to a student's ability to function academically in English and is critical for success in school. Teachers must remember that the two are not totally separate aspects of language functioning, but exist on a continuum of language use that students gradually acquire as they develop during the pre-school and school years.

While peer-appropriate communication (BICS) is generally achieved within two years, it often takes five to seven years to achieve English proficiency for academic tasks (CALP) on a par with native speakers of English of the same age. In a definition provided by the New York State Teachers of English to Speakers of Other Languages (NYS TESOL), an effective and successful ESL program addresses the development of both social and academic English. It allows students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. Academic English must be developed in a classroom setting in which a variety of ESL methods or approaches are used to develop the cognitive, academic, and content-specific English language skills necessary for bilingual/ESL students to succeed in the mainstream.

ESL LESSON PLANNING CHECKLIST

Date ____________________ Unit ____________________

I. Developing a Common Base of Understanding

☐ Direct experiences: films, videos

☐ Teacher models: demonstrations, read-aloud

☐ Brainstorming

☐ Charts, study prints, concrete objects

☐ Role-playing

II. Active Participation

☐ Movement

☐ Hands-on activities, self-discovery

☐ Total Physical Response

III. Organizing Information

☐ Categorizing

☐ Summarizing

☐ Mapping

☐ Charting

☐ Graphing

☐ Illustrating or showing pictorially

IV. Direct Teaching of Skills, Concepts, and Vocabulary

☐ Use of writing patterns

☐ Focus on vocabulary meaning

☐ Decoding skills

☐ Role-playing

V. Whole Language Approaches: Whole to Part

☐ Rhythmic, patterned material (story and poetry patterns)

☐ Chants, songs

☐ Repetition and review

VI. Negotiating Meaning from Language and Text in Groups or Pairs

☐ Cooperative groups

☐ Peer tutoring

☐ Cross-age tutoring

VII. Modifying Teacher Approaches

☐ Paraphrasing

☐ Gesturing

☐ Slightly slower pace

VIII. Promoting Self-Esteem through Cross-Cultural Awareness

☐ Multicultural activities

☐ Parent involvement

Approaches for ESL Instruction

Among the many approaches that have been successful for ESL students, five are particularly effective: Total Physical Response, the Language Experience Approach, Cooperative Learning, the Natural Approach, and the Whole Language Approach.

Each of these approaches should play a part in a total ESL program designed to help students develop all four language skills. Because they have interrelated and overlapping elements, the approaches can be used in a variety of integrated ways to meet the specialized and varied needs of bilingual/ESL learners.

OVERVIEW OF APPROACHES

Following are overviews of the approaches that are treated in detail in this section.

Total Physical Response (TPR)

- Develop listening comprehension before requiring speaking.
- Allow students to speak when they are ready.
- Introduce new vocabulary through commands.
- Encourage students to demonstrate understanding through actions.

Language Experience Approach and ESL

- Identify and conduct an activity of interest to the students.
- Make a list of vocabulary, concepts, and language structures you plan to cover.
- Lead student discussion about the activity.
- Record student recall of and responses to the activity to create a story on a chart.
- Read the story.
- Have students read the story in unison and individually.
- Evaluate and do follow-up activities.

Cooperative Learning and ESL

- Create positive interdependence.
  - — Group students together for mutual benefit.
  - — Provide for students to share a common outcome.
  - — Encourage students to work together.
  - — Expect joint success (teamwork).

- Teach students cooperative skills.
  - Establish rules.
  - Form groups and assign roles.
  - Provide tasks for each group to work on.
  - Have groups report findings.
  - Debrief the students.
- Establish effective cooperation.
  - Evaluate the functioning of the groups.
  - Analyze the effectiveness of the groups.
  - Set goals for the next group session.

Natural Approach

- Model the language.
- Use comprehensible input.
  - Use pictures, drawings and realia.
  - Use gestures and body language.
  - Use repetition and restatement.
- Maintain a low-stress environment.
  - Provide support by accepting students' efforts.
  - Encourage students to speak when ready.
  - Focus on meaning, not grammatical errors.
- Provide authentic communicative activities incorporating all four language skills.
- Be aware of the stages of language acquisition:
  - preproduction: nonverbal response
  - early production: simple responses
  - speech emergence: phrases and sentences
  - intermediate fluency: combining phrases and sentences

Whole Language Approach and ESL

- Select a theme based on student interest.
- Provide motivational experiences.
- Read a thematically relevant story.
  - Use big books.
  - Use books that have a predictable story and use repeated language patterns.
- Reread the story, encouraging students to join in on story refrains.
- Share ideas.
  - Ask and answer questions.
  - Have students retell the story and act it out.
  - Expand students' oral language.

- Have students read the story as a group or individual activity.
- Extend understanding.
  - — Provide related reading.
  - — Develop oral and written activities that extend the theme.

TOTAL PHYSICAL RESPONSE

Introduction

Total Physical Response (TPR), developed by California psychologist James J. Asher,* is an interactive model of language acquisition that capitalizes on the strategies parents and children use when developing a first language. TPR operates on the principle that students learn best in an environment relatively free of anxiety and in which language is heard and used for real reasons and real needs.

TPR procedures may vary according to the size of the group, age, language proficiency of the students, and the nature of the lesson. However, there are several basic characteristics common to all TPR lessons:

- Students develop listening comprehension before speaking.
- The teacher introduces new vocabulary through the use of commands.
- Students show comprehension through actions.
- Students speak when they are ready.

Procedure

Here are some TPR sequences that you can say and demonstrate to a student or the class:

Washing the Chalkboard

1. Erase the chalkboard.
2. Remove chalk and eraser from the ledge.
3. Dip the sponge in water.
4. Squeeze extra water from the sponge.
5. Wipe the chalkboard from top to bottom.
6. Wipe the ledge from left to right.

Making a Shape Book

1. Cut the pages into the shape you want.
2. Punch holes into the pages and cover.
3. Place paper fasteners into the holes to hold the book together.
4. Write in your book.
5. Illustrate your book
6. Decorate your book.
7. Read your book.
8. Share your book with your classmates and family.

Choosing a Book

1. Go to the class library.
2. Select a book.
3. Take it to the quiet area.
4. Sit down.
5. Open the book.
6. Read it.

Getting a Class Library Card

1. Go to the class library.
2. Choose a book.
3. Pick up an index card.
4. Write your name and class on the first line.
5. Skip the second line.
6. Write today's date on the third line.
7. Write the title of the book under the date.
8. Give your card to the class librarian.
9. Say, "Thank you."

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* See Asher, James J. *Learning Another Language Through Actions, 3rd Edition.* (Los Gatos, CA: Sky Oaks Productions, 1988.) A free TPR catalog is available upon request from the publisher at 408-395-7600.

Putting Away Groceries

1. Put the bag on the table.
2. Take out the groceries.
3. Put the butter and eggs in the refrigerator.
4. Put the tomato sauce in the cabinet.
5. Put the paper towels under the sink.
6. Put the ice cream in the freezer.
7. Fold the bag.
8. Put it away.

Note that any one step may have to be repeated a number of times depending on students' needs. Students will then repeat the commands when they are ready. Some will join in with the teacher almost immediately; others may prefer to observe and perform the actions for a more extended period of time before giving the commands. You can extend a TPR activity by including previously learned commands.

Also remember to first praise students as a whole group, then in small groups, and lastly individually.

The following steps outline basic classroom procedures for TPR. Make modifications as needed. Steps may have to be repeated a number of times depending on students' proficiency.

- Give the commands and model the actions while students listen and observe.
- Give the commands and model the actions; then the students perform the actions.
- Give the commands without modeling the actions; then the students perform the actions.
- Give the commands without modeling the actions. The students repeat the commands and perform the actions.
- Have the students give the commands and other students and the teacher perform the actions.

Implementation

When writing a TPR activity, you must visualize all steps, then sequence and record them. The following questions will guide you in creating a TPR activity.

- Have you included all the steps necessary for completing the action?
- Are there too many steps in the TPR lesson? Six to eight steps are usually sufficient. Longer sequences can be divided into two parts.
- Are the commands short, simple, and clear?

- How will you model the TPR sequence?
- What materials or props are needed, if any? Preparing materials in advance ensures a smooth activity.

Conclusion

Mastery of the TPR technique is worth the effort. Skilled practitioners of TPR integrate visual, auditory, and kinesthetic modalities in their teaching, thus employing a multisensory approach to language acquisition while accommodating students' varied learning styles.

- TPR helps students relax because it lowers what Krashen calls the *affective filter*. Students are engaged in their experience and concentrate on communication rather than on not making errors. TPR creates an environment in which there is little risk of frustration and even less of failure.
- TPR allows for a context-rich environment that uses repetition with variation while providing comprehensible input.
- TPR is compatible with varied teaching styles and techniques.

LANGUAGE EXPERIENCE APPROACH AND ESL INSTRUCTION

Introduction

The Language Experience Approach (LEA) is based on the concept that students are better able to acquire language if it relates to their own experiences and interests. Thus, student-generated stories drawn from personal experiences and interests are used for language development and reading activities. This approach ensures that the relationship between oral and written language is a natural progression.

Procedure

Use the following sequence of steps to develop a Language Experience activity.

- Select with students a concept or topic to explore. The topics are determined by the students' interests and experiences.
- Identify an activity that will provide a common experience from which students can generate oral language.
- Identify concepts, core vocabulary, and language structures to be modeled and integrated into the activity.
- Conduct the activity.
  — Introduce new vocabulary in context using gestures, visuals, and realia.
  — Engage students in the task.
  — Elicit, extend, and model oral language generated by students.
- Talk with the students.
  — Summarize the activity.
  — Have students retell the steps taken during the activity.
  — Help them sequence the steps.

- Use questions to guide students in composing an experience story.
- Read the language experience story.
  - — Read aloud each sentence immediately after it is written.
  - — Read aloud the entire story after completion.
  - — Re-read each sentence, inviting students to join you.
  - — Encourage all students to read the story together.
  - — Point to individual words as they are being read.
  - — Underline words that the students find difficult and practice saying them.
  - — Encourage individual students to read the story.

The following items and activities can be used for evaluation or reinforcement.

Flash or Word Cards. You can use these cards to reinforce vocabulary, sight word recognition, and sentence building. Word cards can also be used to classify words into categories such as animals, objects, foods, and action words. Or, students can match picture cards to words on a chart. Groups of word cards can also be organized into phrases and sentences.

Sentence Strips. Cut the chart or its duplicate into component sentences that may then be used for sequencing, matching, or as captions to illustrations.

Sentence Scramble. Scramble the words from each sentence in a story. Students try to recall the proper word order and then organize sentences correctly. They may place the words in a pocket chart.

Cloze Procedure. Eliminate words from the language experience chart by covering them up or by removing them from the pockets. This can serve as reinforcement or as an assessment of learned vocabulary, function words, verbs, or other structures. For example:

> Last week we went to the _____________ (beach, park, circus). We rode on the _____________ (bus, plane, horse). First, we saw the _____________ (trees, houses, snakes) and later we looked at the _____________ (money, flowers, chickens).

Dictation. Students practice writing words, phrases, or sentences that you say aloud, culminating in the writing of a complete experience chart. First, read the entire selection at normal speed. Then, read it again in thought groups, including punctuation, and have students write what they hear. Reread the passage a third time to enable students to write what they previously missed. Students may then correct their work from the original chart. Students may enjoy reversing roles and dictating difficult words for the teacher or a paraprofessional to write.

Personal Dictionary. Have students make a list of vocabulary words, idioms, or phrases that they are learning to read and spell. An illustration of the word or writing it in a sentence will enhance the value of this dictionary. Encourage students to keep their dictionaries up-to-date.

Main Idea Cards. Copy from reading charts onto index cards stories or parts of stories, and write possible titles on separate index cards. Students match titles with texts.

Read-Along Tapes. Make tape recordings or have students make tape recordings of language experience stories. These recordings then can be used with reading charts to foster oral expression.

Publication. Have students copy charts and illustrate them, then share them with friends and take them home to read to parents.

Dramatics. Have students dramatize an experience chart for the class through reenacting the original activity.

Classification Exercise. Have students classify the vocabulary on the chart, grouping words in logical categories such as foods, clothes, people, or colors.

Time Line. If appropriate, have students make a time line of events in the language experience activity.

Implementation

Language experience charts can follow a variety of formats. The type of chart used for a given activity will depend on the skills, vocabulary, and structures to be taught. Following are some commonly used types of language experience charts.

Creative language charts serve to record students' spontaneous language. For example:

Popcorn

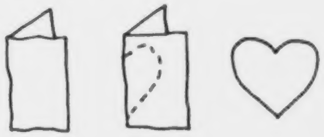
We made popcorn. First we took the kernels and put them in a pot that had hot oil in it. Then we heated the kernels and put the lid on the pot and waited for the corn to explode. When the kernels were big and white, the popcorn was ready.

Work charts reinforce the skill of following instructions and directions. They may also deal with classroom routines or the steps used in carrying out assignments or procedures for an activity.

Note: Students may add illustrations and pictures to the language charts.

How to Make a Valentine

Take some red paper.
Fold the paper like this.
Draw an ear shape.
Now use the scissors.
Cut on the dotted line.
Write "Be My Valentine" on the inside.
Decorate the valentine.



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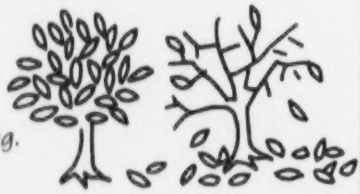
Narrative charts are the record of shared experiences of the group, such as trips, reactions to a story or reading selection, or observations made about a visual or aural stimulus presented by the teacher or a student. For example:

All About Leaves

We took a walk.
We saw a tree.
Leaves grew on the tree.
The leaves look like this in the spring.
The leaves look like this in the fall.



Conclusion

The Language Experience Approach motivates students to participate in academic activities by drawing on their interests, experiences, and reactions. Language is learned and used in a natural integration of listening, speaking, reading, and writing. Once a language experience story is completed, the students' story can be made a permanent part of the classroom environment in the following ways:

- Collect group or individual stories in a folder for all students to read.
- Have students illustrate the story.
- Establish a classroom language experience library.

Language experience techniques enable you to enhance students' pride in their creative accomplishments.

COOPERATIVE LEARNING AND ESL INSTRUCTION

Introduction

In Cooperative Learning, students work together in small groups on tasks that require cooperation and interdependence. Students help each other to complete learning tasks and are rewarded for it. For bilingual/ESL students, learning cooperatively in teams in which "all work for one" and "one works for all" is especially effective because of the potential to enhance interactions among students as well as dramatically improve their academic achievement in such a supportive setting.

Principles of Cooperative Learning

1. Tasks are structured so that no one individual can complete them alone.
2. Positive interdependence is fostered and developed.
3. Students work in different teams.
4. Students learn both social and language skills necessary for cooperation as well as for learning academic concepts and content.

Procedure

Cooperative learning strategies include the following steps:

- Form teams. Teams can be of three types: interest groups, random selection, or heterogeneous teams.
- Establish ground rules. Ground rules should consist of two to four observable, teachable behaviors that will assist students in working together successfully. Be sure that they are worded concisely and in a positive way. For example: Use quiet voices. Take turns. Mistakes are okay. The signal to STOP is a ringing bell.

  Either provide the students with the rules for working together or elicit the ground rules from the students. If you elicit the ground rules, have students offer the rules while you list all the ideas on the chalkboard. Then guide the students in choosing the three or four most important behaviors as rules. Finally, model these behaviors for the students.
- Begin with a trust-building activity. Build rapport between student team members by discussing likes and dislikes, similarities and differences; sharing information about families; discussing favorite sports, hobbies, TV programs, pets; or doing together an activity sheet, crossword puzzle, building project, or artwork.
- Explain to the students why they are using cooperative learning, its benefits, and how long they will be working in teams. Tell them about how cooperative learning works and what behaviors you expect as they work together.
- Make sure students of limited English proficiency understand what to do and why. Encourage them to take risks in speaking out and participating by assigning them tasks that will give them an experience of success and a sense of belonging.
- As students work to accomplish the task, monitor the activity to make sure that:
  - ground rules are observed
  - the noise level allows for productive collaboration but is not excessive
  - students give positive reinforcement and avoid negative comments about each other's contributions
  - all groups stay on task
  - all group members participate

Monitoring can also be made part of the group effort by assigning one member the role of monitor, if there are enough group members. Alternatively, the group can discuss its problems as a topic for resolution in order to further develop social skills.

Remember: the development of collaborative social skills is one of the goals of any cooperative learning activity.

- "Debrief" the students. Summarize the lesson either through team sharing (two teams—a dyad—check each other's work) or by randomly calling on individual teams. Debriefing should be done orally so students can hear positive feedback as well as develop their second language skills. They need to hear that they met their goal, what went well, and what they can work on next time.
  - — Summarize the lesson with the entire class with a few comments like, "Raise your hand if . . ." and "Thumbs up if . . ."
  - — Suggest or elicit the following observations. "You and your partner took turns," "You agreed most of the time," and "You felt safe making a mistake."
  - — Have the teams talk over the following: "What did you like about working together?" "What did you learn from your teammate today?" and "What did you learn from another team?"

- Ask students to make statements of appreciation. Teams should make affirmative statements of appreciation to end the lesson. You might say, "If you and your partner met the goal of _______________ , give your teammate a handshake and a pat on the back!" You may want to give sentence starters to help them verbalize their appreciation: "It really helped me when you...", "I liked it when you . . ." and "Thanks, I understood the problem when you . . .".

Implementation

Many academic lessons can be adapted by using the cooperative learning format. The following are some cooperative learning structures that you can teach:

Jigsaw. Each member studies part of a selection and then teaches what he or she knows to the other students. Each quizzes the other members until satisfied that everyone knows his or her part well and a total picture emerges.

Drill partners. Students drill each other on the facts they need to know until they are sure that all group members can remember them all. Make sure bilingual/ESL learners are included to as great an extent as possible.

Reading buddies. Students read their stories to each other, getting help from their partners.

Homework checkers. Students compare their homework answers, discuss any questions that they have not answered similarly, correct them, and write the reason for any change. They then staple their homework sheets together and the teacher gives them one grade.

Board workers. Students go to the board together. One is an "answer suggester," one is a "checker," and one is the "writer."

Test reviewers. Students prepare each other for a test. They receive extra points if every member scores above a certain level.

For cooperative learning to be successful, adapt your lessons to include the following characteristics.

Positive interdependence. Design activities that require students to be dependent on each other for learning and completing the activity and make sure students are aware of that dependence.

Individual accountability. Hold each student responsible for his or her learning and other students' learning.

Face-to-face interaction. Allow students to summarize the material orally and elaborate on it.

Collaborative skills. Design activities to encourage cooperation and to develop interpersonal skills.

Processing. Engage in ongoing activities, such as motivating and debriefing, to ensure that the cooperative groups function.

Conclusion

The ability to work collaboratively with others is the keystone to building and maintaining stable friendships, marriages, families, careers, and communities. Teamwork, communication, effective coordination, and division of labor characterize most real-life activity. The most logical way to ensure that students master the skills required in real-life situations is to structure academic learning situations around cooperation. Throughout the process of cooperative learning, students of all ages and levels of language proficiency gain confidence in the use of linguistic and cognitive skills necessary to function in both academic and social settings.

THE NATURAL APPROACH

Introduction

The Natural Approach, developed by Stephen D. Krashen and Tracy D. Terrell,* is based on the the premise that students can acquire a second language as naturally as they acquired a first. A second language is acquired effectively when students are engaged in natural, stimulating, and meaningful communicative situations similar to those in which they learned their first language.

Toddlers learn language holistically through the social interactions they experience in their homes. From birth they connect speaking with real-life situations, producing their first language in purposeful settings. Likewise, second language learners acquire proficiency in English when the emphasis is on communicative competence in meaningful situations rather than total accuracy in grammar and pronunciation.

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* *The Natural Approach: Language Acquisition in the Classroom,* Old Tappan, NJ: Prentice Hall, 1983.

In the natural approach, based on research showing that language develops in stages of gradually increasing complexity, students are slowly introduced to a new language, given in context, and are encouraged to respond through nonverbal means such as pointing, miming, and carrying out a set of commands. They are not forced to speak in complete, grammatically correct sentences, since they will naturally and eventually do so as they internalize the structures of the second language. Furthermore, correct language usage is modeled rather than taught by directly correcting the students' errors. Only in the later stages of language development is more emphasis given to correctness of form.

The use of modeling correct forms to teach English is based on the distinction made in the natural approach between *acquiring* a second language and *learning about* a second language. While *acquisition* of a second language takes place in a way similar to that in which children develop competence in their first language, *language learning* focuses directly on grammar, language rules, and overt correction of errors.

To use the natural approach, become familiar with the following precepts regarding second language acquisition:

- Language learners always understand more than they can produce, and should be given opportunities to demonstrate their comprehension nonverbally.
- Speech emerges from, and is preceded by, a "silent period," a time when a great deal of learning takes place through listening, watching, and participating.
- Single-word utterances and short phrases are natural and acceptable language. Language learners will use more extensive language as they become increasingly able to express their wants, needs, opinions, and feelings.
- Language learning should simultaneously foster a youngster's conceptual development and provide a vehicle for communication.
- The situations and settings for language use in the classroom should be as real and comprehensible as possible. The teacher should incorporate experiences and activities that are culturally relevant to the youngsters while also introducing them to new ideas and information.
- It is practical to assign a classmate as a "buddy" for any ESL student who needs assistance in following the day-to-day routines. Monitor their interaction to make sure the bilingual/ESL learner does not become over-dependent on the partner.

Procedure

The natural approach includes the following elements regardless of the student's level of English proficiency or age:

- Model the language. Provide students with numerous, contextualized examples of the language and the content they are in the process of acquiring.

- Use comprehensible input to support student understanding.
  - Use clear, predictable speech.
  - Speak somewhat more slowly than you would normally.
  - Focus on key words and reduce the use of unfamiliar idioms.
  - Act out your material or use gestures, facial expressions, and body language to help get your meaning across.
  - Use attention-getters and visual cues.
  - Speak in the active voice, not the passive.
  - Speak in relatively short sentences, avoiding dependent clauses whenever possible.
  - Simplify your vocabulary whenever possible.
  - Focus the exchange on the here and now.
  - Expand the one- or two-word sentences that students produce through modeling.
- Provide guided practice.
  - Check often for understanding.
  - Give feedback.
  - Elicit comments and ask questions that require students to respond using the language you have been modeling.
- Maintain a low affective filter.
  - Create a warm atmosphere of acceptance and support while reducing stress to foster learning.
  - Allow sufficient "wait time" for students to hear, understand, and formulate their responses.
  - Promote risk taking.
- Focus on meaningful communication.
  - Select activities that are relevant to students' interests and life experiences.
  - Provide contexts that motivate students to engage in natural communication and express their ideas and feelings.

Implementation

All students who acquire language in natural situations go through stages as they develop communication skills. These stages have been designated by Krashen as preproduction, early production, speech emergence, and intermediate fluency. (See the detailed treatment of these stages on the following pages.) By correctly identifying the student's stage of language acquisition, you can select appropriate activities for developing communication skill and enhancing student achievement. Suggestions for the implementation of each stage follow.

Suggestions for the Implementation of the Natural Approach

Stage of Acquisition	Teacher Behavior	Cognitive Skills	Teacher Questions or Strategies	Student Responses
Preproduction	• Use natural speech, but basic vocabulary and sentence structure. • Use physical actions and visual clues (pictures, objects) to reinforce meaning. • Model students' expected behavior. • Repeat featured vocabulary, giving emphasis through repetition and intonation. • Focus students' attention on correct response by modeling and rephrasing.	listening pointing moving miming matching drawing selecting choosing acting out circling	• Use commands to encourage physical responses that demonstrate understanding of vocabulary, such as: Point to Touch Pick up Raise your hand if Stand up if • Ask students to draw, cut, paste, or act out activities.	• Students are able to show comprehension through physical responses to commands. (Responses include such actions as pointing, touching, picking up, raising the hand, and standing up.) • Students may also draw, cut and paste, or act out situations to show comprehension.
Early Production	• Use natural speech, but simple vocabulary and sentence structure. • Use physical actions and visual clues (pictures, objects) to reinforce meaning. • Repeat featured vocabulary, giving emphasis through repetition and intonation. • Do not dwell on errors. • Focus students' attention on correct response by modeling and rephrasing.	listing categorizing telling and saying answering naming labeling grouping responding distinguishing	• Ask questions that require one- or two-word responses: Is this an orange? (yes/no response) Is this an orange or an apple? (either/or response) This girl is buying a . . . (fill-in response) What is this girl buying? (naming response) What can we buy at the market? (listing response)	• Students are typically able to respond with one- or two-word answers to each type of question.

Stage of Acquisition	Teacher Behavior	Cognitive Skills	Teacher Questions or Strategies	Student Responses
Speech Emergence	• Use natural speech with a simplified tone. • Use visual clues (pictures, objects) to reinforce meaning. • Repeat featured vocabulary, giving emphasis through repetition and intonation. • Do not dwell on errors. • Focus students' attention on correct response by modeling and rephrasing.	recalling retelling defining explaining comparing summarizing describing role-playing restating contrasting	• Ask questions that can be answered with phrases or simple sentences: How are these items alike or different? Tell about your favorite . . . Which of these objects is . . . ? Why?	• Students are able to respond to questions with natural-sounding phrases or short sentences. • They can be expected to generate original responses. • They will be able to communicate with meaning, though students may make errors.
Intermediate Fluency	• Use natural speech with a simplified tone. • Continue use of visual clues and repetition of featured vocabulary. • Teacher behavior at this level should consist mostly of selecting and describing situations that require students to experiment with and use the language.	analyzing creating defending debating predicting evaluating justifying supporting examining hypothesizing	• Ask questions that encourage and guide discussion: What would you do if . . .? Tell me about the time you . . . Which would you prefer . . . ? Do you think . . . ? • Encourage students to expand on their discussions by asking Why? and other leading questions.	• Students are able to produce fluent speech. • They can conduct casual conversations, academic and problem-solving discussions, debates, interviews, and extensive dialogues in communicative situations.

Conclusion

The Natural Approach is a broad categorization, encompassing many of the strategies in this manual that foster second language acquisition. Its philosophy of language acquisition frees students to learn without fear of criticism and frees teachers to work creatively.

WHOLE LANGUAGE APPROACH AND ESL INSTRUCTION

Introduction

The Whole Language Approach is based on the idea that language acquisition, whether oral or written, is a developmental process. The whole language teacher extends and enhances the wide range of values, feelings, interests, and experiences that students bring with them to school by planning activities that are developmentally and individually appropriate. In doing so, the whole language teacher makes use of many of the principles that whole language research shares with second language acquisition theory, listed below.

- Students develop language when:
  - — communication is meaningful, purposeful, and whole.
  - — the emphasis is on meaning, not on error correction.
  - — topics are based on student interests.
- Students learn a second language in ways similar to those in which they learned their first language.
- Second language learning should be natural and enjoyable. The ESL student acquires language when the input is comprehensible and the environment is low in anxiety.
- The more students hear and use language, the greater their proficiency becomes.
- A classroom rich in language experiences will help students of diverse cultures use language to think and to seek meaning.
- Students learn language at different rates; and language development is a process over time.
- Different kinds of language are used for different purposes.
- Students are naturally motivated to develop language skills as they experience the pleasure of being read to and observe the people around them reading and writing.
- Students learn to read by writing.
- Students learn to write through writing and reading practice.
- Lessons should move from the whole to the particular, be student-centered, promote social interaction, include instruction in all four language skills (listening, speaking, reading, and writing), and reflect the teacher's confidence in students' abilities.

The whole language teacher also uses themes. The thematic approach provides students with many opportunities to engage in varied activities based upon what they know and have experienced. The teacher can get a good sense of students' interests by observing and listening to them as they work and play throughout the day. The teacher then develops student-generated themes that reflect their interests, languages, and cultures.

After a theme is chosen, the teacher can design many activities from the following suggestions:

- display related books, pictures, or objects
- read aloud informational books, stories, articles, poems
- teach songs
- use videos and other available technology
- plan trips
- invite resource people, including parents, to the classroom
- collect theme materials
- brainstorm and discuss the theme
- develop theme-related projects and activities in the content areas
- set up learning and instructional centers related to the theme

Themes may vary in duration. Some may be ongoing throughout the school year, while others may last only one or two weeks. Length of time depends on students' interest and English language proficiency, as well as the scope of the topic chosen. Possible themes could be zoo, farm or jungle animals, the community, and the environment.

Procedure

- Remember that ESL students need a great deal of contextualization to understand the meaning of any activity or story.
- Guide students in the selection of a theme based on their interests and experiences and your curriculum guide.
- Select a motivational experience to set the stage for language acquisition: a trip, a play, an art activity, cooking, a science experiment, etc. The activity should capture the students' interest and get them to think about and share their feelings and ideas concerning the theme.
- Read to the class a book related to the motivational experience. Use a big book or other enlarged-print material to help students see and understand the relationship between the spoken and written word. Select a book with a predictable story, repeated language patterns, and a vocabulary that is supported by clear illustrations.
- Reread the book. Encourage students to participate by joining in with story refrains.
- Hold an informal discussion. Students can talk about the story, ask and answer questions, retell the story, or pretend to be the characters and act it out.
- Have students read the story as a group, then individually.
- Extend understanding through related reading in the content area and oral and written activities that develop the theme. Puppets, costumes, masks, tape recordings, collage trays, and games may be used.

Ideas for Implementation

- Students can make wordless books using pictures only.
- Students can imitate the language patterns and story structure of simple, predictable books to create their own stories.
- Students can retell stories in their own words and illustrate each scene. Their own language experience stories can be divided into pages and illustrated to make a class big book.
- Students can create books from songs and poems, write the words in enlarged type, and illustrate the books.

Guidelines for Making Big Books

- Use dark colored markers or enlarged computer print so that type is large and clear.
- Use large sheets of tagboard or other sturdy paper for pages.
- To bind big books punch holes at the side of the sheets and use metal binder rings or shower curtain rings to hold the sheets together; or use masking or binding tape and, starting with the last page of the book, tape each page to the one preceding it. When all pages are taped together, tape a final strip of strong colorful tape down the spine.
- Big books can also be displayed as wall murals by taping the sheets together accordian style. This allows them to be read like a book or spread out on the wall like a mural.

Conclusion

The Whole Language approach provides literacy experiences that integrate the four strands of language—listening, speaking, reading, and writing. Whole Language recognizes the fact that language development is a personal and social achievement and, thus, must be approached holistically. It also fosters the joy of reading and creates a greater appreciation for the richness and beauty of language.

THE WRITING PROCESS

Introduction

In the Writing Process, writing skills are developed through the integration of oral language with reading skills. Students learn to write by writing and reading the words that are in their own speaking vocabularies. The writing process approaches reading and writing as natural processes, encouraging students to communicate their own language in writing as soon as they begin to speak.

Use the following five steps of the writing process to help your students publish their stories. You can adapt these steps to meet the needs of individual students and different writing situations. For example, young writers may not be interested in revising their work. For these students, omit or modify some steps of the process. Keep in mind that only selected pieces of writing are developed through all five steps.

Procedure

- Prewriting

  Provide students with prewriting experiences that help them develop ideas and organize their thoughts. These experiences should be motivating and involve students in gathering information on a topic or theme. Prewriting activities include:
  - — Using students' experiences from home or school.
  - — Brainstorming to explore what students know about a topic from their own experiences and knowledge.
  - — Exposing students to literature.

- Drafting

  When students write they can do the following:
  - — Use invented spelling.
  - — Use a pictorial letter chart to assist them with their spelling.
  - — Use a picture or class dictionary.

- Sharing and Responding to Writing

  Although second language learners may not be ready to read English, they can share their written work.
  - — Use pictures or illustrations.
  - — Read a story aloud for peers and act as "author for the day."
  - — Dictate a story to an adult who will write it down.

- Revising Writing

  Most students' work can be revised with teacher assistance through the following activities:
  - — Model steps for revising students' written work.
  - — Have students help each other revise.
  - — Offer "mini lessons" on aspects of writing.
  - — Have students investigate different ways to begin a story by examining various favorite story books.

- Publishing

  Class bookmaking is an effective way to recognize each student's authorship. Students' books should be published, shared with the class, and displayed around the classroom. There are many ways to publish students' work:
  - — Display it on walls.
  - — Bind it in big books, little books, accordion books, and shape books.
  - — Write letters.
  - — Record students reading their stories on audio- or videotape.

The Writing Process for ESL Students

The Writing Process method provides a clear, adaptable framework for teaching ESL writers at all developmental stages. It is an excellent method for students learning a second language.

During writing activities in a warm, supportive, educational environment, students who are learning English can enlarge their vocabulary and practice common usage by interacting with peers and the teacher. The literacy-rich classroom draws students into the writing process and makes them feel a sense of pride through their authorship. By following the five steps of the writing process, you can help young students start on the road to literacy.

Due to its emphasis on starting with the child's own speaking vocabulary, the writing process is a useful strategy in the whole language ESL classroom. The writing process fills the print-rich ESL classroom with writing and related language experiences even when some students may still be developing literacy skills in their native language while they are learning English as a second language. The writing process promotes and develops literacy skills regardless of an individual student's level of proficiency in English.

Throughout the writing process you should emphasize the message more than the mechanics of writing. Moreover, by exposing students to writing strategies on a daily basis, you can model a variety of literary forms as well as formal writing conventions to encourage children to acquire writing skills. While offering a wide array of writing activities and learning modalities, keep in mind the linguistic and developmental needs of the students. Encourage each student to write frequently and for many purposes, yet provide for different learning styles reflected in the culturally diverse classroom.

Keep in mind the following writing process concepts:

- Student writing is valued.
- Students write frequently for an authentic audience.
- The environment is language- and literature-rich.
- The environment is print-rich.
- Students write in many modes, i.e., labels, lists, notes, and directions. Later, students can write descriptions, letters, poems, and reports.

Techniques used to teach writing to students in a meaningful interactive way include the following:

- copying and tracing
- the language experience approach
- daily journal writing
- guided composition
- dictated sentences and stories

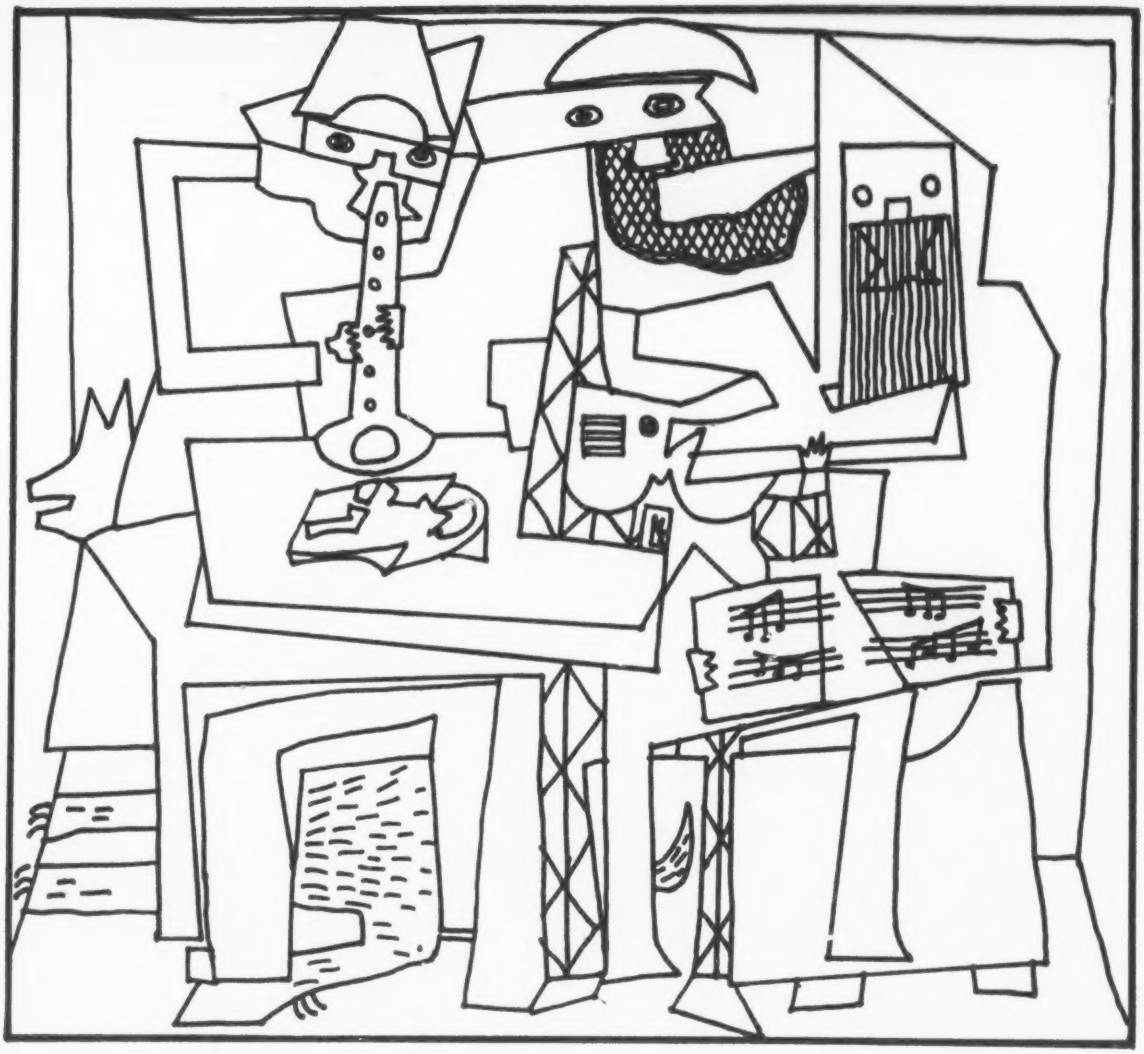
In preparation for the introduction of the writing process, be aware of the following:

- Communication of the message is paramount.
- The process provides a useful and flexible framework for writers at all developmental stages.

- Modalities should be adapted to suit the needs of individual students and different writing situations.
- Students become better writers when they use process writing and are encouraged to take risks.

The following will help you in implementing the writing process:

- Introduce ESL students to the process of writing as soon as they begin speaking in social and classroom situations.
- Have ESL students draw pictures of those concepts that they cannot express orally or in writing. In beginning writing, the pictures and drawings can form the basis of the composition.
- Have ESL students keep a daily journal. They can write their own words, sentences, or stories independently. One advantage of having a daily journal is that it provides a record of writing development.
- Accept the natural language of the student in beginning stories even though the syntax and grammar may not be correct. Students will be exposed to correct language usage through modeling, shared reading experiences, songs, poetry, and chants.
- Allow students to use a word processing computer program to record their experiences. You can guide students in editing their work.



Teaching ESL through Music, Art, and Multicultural Literature

TEACHING ESL THROUGH MUSIC

Why Music in the ESL Classroom?*

M — Music is meaningful.
- Throughout the ages and in many cultures, music has been a powerful tool for teaching children about their world.
- As students work with music, games, dance, and movement, they develop listening skills, learn to follow directions, practice commands, learn new vocabulary, etc.
- Students experience the natural flow of language as they sing and learn about people, events, feelings, and things.
- While enjoying songs, students become familiar with the sound system of English as well as its stress, rhythm, and intonation patterns.
- Music provides practical, nonthreatening, "hands-on" experience with language.

U — Music is universal.
- Music transcends cultural differences.
- Students learn about other cultures through music and customs.
- Music can help students adjust to a new linguistic and cultural environment.
- Music invites learners to become a part of the group by singing, moving, dancing, and having fun.

S — Music promotes a feeling of success.
- Students of varying abilities and backgrounds achieve success in making music.
- Students who may not experience success in other curricular areas can experience success by making music. Once success is experienced with music, the student may begin to seek that same success across the curriculum.
- Students with many special needs are taught, comforted, and entertained by music.

I — Music creates opportunities for ingenuity.
- Music provides teachers and students with opportunities for creativity in song writing, improvisation, choreography, and drama.
- Students can create, explore, and envision through music. Mental visualization and imagery arise naturally out of experiences of music.

C — Music is communication.
- Music is a universal language: the meaning of rhythm and melody are understood by all students, regardless of their linguistic background.

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* Adapted from: Osman, Alice and Laurie Wellman. *Hey, Teacher, How Come They're Singing in the Other Class?* Albany, NY: New York State Education Department, Bureau of Bilingual Education, 1978

- Music provides an excellent means of introducing and practicing English vocabulary and structures and applying them to real and meaningful situations.
- Music helps students develop good listening skills by providing built-in motivation to comprehend.
- Through singing, role-playing, and dancing, students become familiar with everyday English greetings, questions, directions, expressions, idioms, etc.

Using Music in the ESL Classroom

Use the following strategies to integrate music into ESL lessons:

- If you feel insecure about your musical talent, use records or tapes. Involve students in song presentation by letting them use simple rhythm instruments, like the tambourine.
- Let students use their own intuition about the grammar, vocabulary, and pronunciation of song lyrics. Correct them only when errors interfere with meaning.
- To support comprehension, provide illustrated song sheets or a chart with the lyrics.
- Introduce each song in its entirety. Give students several opportunities to become familiar with the tune and the words. Encourage them to tap, clap, or hum along with the music.
- Explain vocabulary and phrases that are still unclear to students after repeated exposure to the entire song. Approach explaining the lyrics by sentences or complete units of thought.
- Play a variety of musical styles and ask students which they prefer (rock, rap, reggae, etc.).
- Make singing practice brief and spontaneous. It should not seem like work. Do not force a reluctant student to sing.
- Divide the group into sections for rounds or two-part songs. Choose student leaders for each section.
- Encourage students to participate further by pantomiming songs.
- Encourage students to write original lyrics to songs. Students can write individually, in groups, or with your help.
- Use songs as a follow-up activity to the introduction of a new structure, or as a motivation for a lesson introducing a new structure or new vocabulary.

Selecting Appropriate Songs

Using songs in the ESL classroom can be both educational and enjoyable . However, to ensure the pedagogical value of a song, choose songs that have the following characteristics:

- are rhythmically and melodically simple and easy to learn
- have repetitive lyrics or an easy-to-learn chorus

- aid in teaching grammar, pronunciation, vocabulary, or culture
- have lyrics representative of standard spoken English
- respond to students' interests

Jazz Chants

Although jazz chanting's primary purpose is the improvement of speaking and listening comprehension skills, it also works extremely well in reinforcing specific grammar and pronunciation patterns. Jazz chants are designed to teach the natural rhythm, stress, and intonation patterns of conversational American English.

Just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotions, the selection of a particular rhythm, stress, and intonation in spoken language is essential for the expression of the speaker's feelings and intent. The dynamic rhythms of jazz provide motivation for learning about this aspect of language. A good source for jazz chants is *Jazz Chants for Children* by Carolyn Graham (New York: Oxford University Press, 1979).

When presenting jazz chants, use the following steps.

- Explain the situational context of the chant, using either visual cues, the students' native language, or very simple English.
- Play for the students the first presentation of the chant on the cassette.
- Have students repeat any difficult sounds or particularly new or difficult structures.
- Encourage students to repeat each line of the chant after you.
- Have students listen again to the solo presentation of the chant on the cassette.
- Encourage students to respond with the group on the cassette.
- Play the group presentation again, this time dividing the class into two groups, one taking the role of the teacher and one taking the role of the chorus. This approach provides an opportunity both to ask and to answer the dialogue of the chant.

Suggested Resources for Music and Jazz Chants in ESL Lessons

Beal, Kathleen. *Multicultural Sing-Along Big Book Program, Level C*. Reading, MA: Addison-Wesley, 1991.

Claire, Elizabeth. *ESL Teacher's Activities Kit*. Englewood Cliffs, NJ: Prentice Hall, 1988.

Claire, Elizabeth & Judie Haynes. *Classroom Teacher's Survival Kit #1*. Prentice Hall Regents, 1994.

Graham, Carolyn. *The Chocolate Cake*. Englewood Cliffs, NJ: Prentice Hall, 1992.

— — —. *Jazz Chants Fairy Tales*. New York: Oxford University Press, 1989.

— — —. *Jazz Chants*. New York: Oxford University Press, 1976.

— — —. *Singing, Chanting, Telling Tales*. Englewood Cliffs, NJ: Prentice Hall, 1992.

Schneider, Bob. *Over and Over Again*. Reading, MA: Addison-Wesley, 1990.

TEACHING ESL THROUGH ART

Art is a universal means of communication. Art can convey facts, ideas, and emotions although it does not depend on pronunciation, vocabulary, or grammar. In fact, people can communicate to a wider range of people through art than through language.

Art experiences are invaluable tools in facilitating the second language acquisition process. A wide variety of art activities in ESL instruction provides the learner with the following:

- a means of communicating and sharing cultural backgrounds through drawing and through illustrating portions of cooperative projects
- a way to objectify feelings and ideas
- opportunities for demonstrating receptive language
- a greater relaxation about and openness to learning
- opportunities for reinforcing vocabulary and grammar
- stimulation and expansion of expressive language
- a means of self-expression
- opportunities for releasing feelings constructively

Try to present English for the students to practice while they're engaged in art activities. The following strategies will help:

- Choose activities that will be relevant to students' interests and experiences.
- Introduce vocabulary connected with the activity while students are working on the project.
- Ask questions that require only pointing, one-word, or yes or no answers. Answer your own questions if necessary after an extended "wait time."
- Be enthusiastic about students' language contributions and their work.
- Have students talk about their projects.
- Read the class a story that is thematically related to the activity.
- Have students create a language experience chart connected with the activity.
- Engage in the activity, talking about the actions and objects involved in it as you are doing it. With some activities, demonstrate the entire project first and then have students complete it as you comment on their actions. Other projects work better if students follow the teacher step by step.
- Give value to the finished product by using it in a larger project, decorating the classroom with it, displaying it, etc.

Art activities also can include trips to museums or visits from artists representative of students' cultural backgrounds or whose work concerns their cultural experiences.

Photography and ESL Instruction

Dr. Nancy Cloud, a specialist in combining ESL and Special Education, has suggested in various articles the following photography activities for use in ESL lessons:

- Take action pictures (at the playground, on a class trip, etc.), put them in sequence, and write or talk about them.
- Take pictures of different stages of a process (a meal, a game). Describe the process orally or in writing.
- Collect baby and childhood pictures. Write or talk about the photos.
- Have students use a camera for an "All About Me" unit. Combine student stories for a classroom book. Emphasize students' diverse cultural backgrounds.
- Have students bring in pictures of their families; then have them write or talk about each member.
- Have students take photographs of a holiday or religious or cultural event. Have them write or tell about the experience.
- Take pictures that depict mood or expression. Write or talk about the story behind the mood expressed.
- Take photographs of an art exhibit. Have students write or describe each entry. They can also make a guidebook to the exhibit.
- Take students to a shopping mall, food store, garage, or outdoor festival. Have them write a story about what they see there and illustrate the story with photographs.
- Ask students to choose an occupation that interests them. Arrange for them to spend some time with someone who has that job; take photographs of that person at work; and write a story or tell the class about the experience. (This is a good way to get parents and caregivers involved).
- Create a news magazine. Have each student contribute to a different section. Use photographs to illustrate each topic.

Suggested Resources for Art in ESL Lessons

Claire, Elizabeth. *ESL Teacher's Activities Kit.* Englewood Cliffs, NJ: Prentice Hall, 1988.

Griswold, Vera Jo and Judith Starke. *Multicultural Art Projects.* Colorado: Love Publishing Co., 1987.

YELLOW
ORANGE
BRUSHES
RED

TEACHING ESL THROUGH MULTICULTURAL LITERATURE

Contemporary American society is made up of people from many different cultural backgrounds; thus, any effective educational program in today's schools will reflect this cultural diversity. Students bring their rich cultural and linguistic backgrounds with them to the classroom. They interpret events, themselves, their world, and learning through the eyes of their culture. At the same time, being exposed to the beauty and power of cultural diversity encourages students to acquire a broader, clearer sense of the world and its people.

Culture is not a superficial aspect of instruction: it affects student performance in significant ways. Students' norms and values, which guide their behavior and help them to interpret the behavior of others, are culturally determined. Culture also determines the students' learning styles. The cultures of the students must be incorporated into all curricular areas and all aspects of the learning environment.

Literature, a major vehicle of culture, is one of the most effective and readily available language teaching materials for students of all ages. Integrating literature that reflects students' various cultures into the different curricula serves to enhance the development of the listening, speaking, reading, and writing skills of ESL students while creating many positive and enjoyable experiences.

Some suggested strategies for incorporating literature into ESL instruction are discussed below.

Reading Aloud

Research has demonstrated that the most significant factor leading to literacy is being read to. The benefits of this type of interaction, usually between a parent or caregiver and a child, apply to the classroom setting as well. For ESL students, the benefits of being read to are even further enhanced through the use of predictable patterns, repeated words, and rhyme—three key elements for making the children's experience of being read to a success.

The following are benefits from reading aloud to children:

- development of the child's listening comprehension
- opportunity for overall language acquisition
- a pleasurable experience for the listener and reader
- bonding between the listener and reader
- an awakening of the child's imagination
- exposure to books beyond the child's skill and level
- an introduction for the child to the world of literature
- easy integration of literature into any subject area

These benefits are of particular importance to bilingual/ESL learners because they provide linguistic, academic, and affective support.

Use the following strategies when reading aloud:

- Use a special place for reading aloud.
- Set aside a regular time for reading aloud.
- Limit your read-aloud sessions to between 5 and 15 minutes.
- Read slowly, with appropriate tone and gestures.
- Paraphrase as needed to maintain comprehension and interest.
- Know how the book fits into your instructional program.
- Encourage student discussion.
- Read aloud often: ESL students will benefit greatly.

When selecting a book, ask yourself the following:

- Will my students like the book?
- Does the book relate to something I'm teaching? Does it help meet one of my instructional goals?
- Is the book age-appropriate?
- Is the plot easy to follow?
- Do the illustrations clearly support the text?
- Is the book large enough to be seen easily by a group?
- Does the book contain predictable language patterns or rhymes?
- Do the grammatical structures in the text promote language learning at a level high enough to challenge the students?
- Does the book use natural, short bits of dialogue?
- Does the book make use of experiences familiar to the students?
- Does it enhance cross-cultural awareness and sensitivity?

Storytelling

Storytelling is an effective listening activity when implemented systematically. The same story should be told over and over, using a wealth of visuals to illustrate each item and event mentioned. As students progress, the structures and vocabulary in each telling of the story can be extended.

The most effective learning takes place when students are actively involved in the lesson and understand the language they hear. Encourage physical responses from the students to engage them in the lessons, especially at the initial listening stage. Some of the responses will be prompted by your specific commands, others will be spontaneous. You can call upon students to:

- point to various story characters and objects when they hear them named,
- match objects to characters,
- use gestures appropriate to the text,
- pantomime the story, and
- supply sound effects.

These procedures serve to reinforce the language structures introduced and to maintain students' interest.

The best stories for this kind of activity contain a great deal of repetition. Although most trade books are too advanced in sentence structures and vocabulary for bilingual/ESL learners, you can still use them by rewording the story, using short sentences and basic vocabulary. Make sure the illustrations are clear, simple, and unambiguous enough to support the text, but interesting enough to meet the needs of the target age group.

Create an interesting ESL environment in which students are motivated to communicate and in which they feel comfortable responding in English. Of primary importance during the ESL lesson is practice time in listening comprehension. Offer varied and meaningful listening experiences. Also try to cultivate in the students the desire and need to communicate in the second language. You will notice that speaking skills develop as naturally in a second language as in a first language. The third crucial factor is to be supportive. Keep the emphasis on communication, not on grammatical correctness.

Initial verbalization is spontaneous for students listening to stories. As a story becomes familiar to them, many students will call out the names of the characters or complete the teacher's sentences. This type of interaction should be encouraged.

Be aware that, in the progression of language acquisition, students will initially respond in one-word utterances. They should not be expected or required to speak in complete sentences; rather, they should be encouraged to simulate natural speech. For example, in conversational English, questions are often answered in phrases, not sentences.

Remember that, although students may understand complete sentences and be able to distinguish between correct and incorrect statements, they may not be able to generate correct structures. The receptive skills of listening and reading precede the productive skills of speaking and writing. So, rather than making direct corrections, you can help students express themselves by modeling and expanding their statements.

Storytelling activities proceed naturally from listening to speaking. Students should be asked to accomplish progressively more complex tasks. You can ask them to do the following activities:

- Put pictures in sequence.
- Name characters and objects in the story.
- Complete the teacher's sentences.
- Ask and answer questions.
- Describe and compare characters.
- Retell a story.
- Dramatize a story.
- Sing songs and recite poems on related topics.

Wordless Books

Wordless books can be used as part of the initiation into the reading process for bilingual/ESL learners. By careful selection of books based on interest level, visuals, and the implicit story line, you can motivate students to become more interested in books.

You can encourage bilingual/ESL learners by helping them build vocabulary and you can stir their imaginations by creating meaningful contexts for what they see, based on their personal experiences and cultural background. You may incorporate the language experience approach, recording stories dictated by a student, a small group, or the class. In this way students build linguistic control and sight vocabulary.

Wordless books can also be used to further student abilities in other areas of the communication arts curriculum: spelling, handwriting, choral reading, and drama. Books should be both multicultural and relevant to the students' experiences. You should provide many opportunities for the class to listen to a text and associate it with the spoken language. After students have heard the story several times, they can retell it to classmates and discuss it in small groups.

Shared Book Experience

The shared book experience is based upon the idea that, by enlarging a book, all students can share the joy of it, thereby making it more meaningful for them. It has been suggested that books with large type and illustrations be created so a group of students could see the text and interact with it in the same way a parent and child share a book. By listening to and reading the big book, students develop a knowledge of the conventions of print, such as directionality and the concepts of words and letters.

To make big books, keep the following hints in mind:

- A double-folded page (or concertina structure) often increases strength and hides the show-through from ink markers.
- Colored or brown paper is often more durable than white, and there is research to indicate that many young children prefer the less dazzling contrast of the page.

- Always leave about two inches of inside margin for the spine (or binding).
- Never run a line of print over the middle line or fold. Keep text running left- to-right down a single page rather than spreading it out in a single line across two pages.
- Make print sufficiently large (about one and a half inches) regardless of print size in the original.
- In general, try to follow the layout of the print in the original, including line breaks where possible.
- Break text into meaningful phrases or chunks.
- Don't try to make the illustrations as detailed or professional as in the original. The students will enjoy the original illustrations when they see the small book in a read-aloud session.
- Use common sense about how many illustrations students will need for supporting their interest and understanding.
- Prepare some books with spaces for student illustrations. It is usually best if students prepare illustrations on separate paper and paste them into the big book later.
- Use your imagination to vary or adapt illustrations and to design colorful and bold print.

Predictable Books

Predictable books are written with a repeated pattern and are often rhythmic. Events and phrases are repeated over and over, and language is usually simple. The text of these books should match the illustrations closely.

Predictable books can be the basis of activities that correlate reading and writing. You can read predictable books to the class or have students read them on their own. Then have students use the text as the basis for their own writing. For example, consider using a portion of text from the very popular, predictable book *Brown Bear, Brown Bear* by Bill Martin, Jr. After listening to a poem or a story, students can create their own stories. This technique is very effective for second language learners.

Brown Bear, Brown Bear

What do you see?

I see a ______________ ______________ looking at me.
(color) (animal)

______________ ______________, ______________ ______________
(color) (animal) (color) (animal)

What do you see?

I see a ______________ ______________ looking at me.
(color) (animal)

The new stories can be published and read by other members of the class. In another activity, students can use the patterns from predictable books to write new outcomes for stories. They can rewrite the pattern and create their own ending.

Using predictable books is a good way to get reluctant readers or writers moving. The rhythmic patterns and simple story lines are enjoyed by students and are often enough to motivate them to read and write on their own.

POETRY AND ESL INSTRUCTION

Poetry is an excellent way for ESL students to improve reading skills, develop vocabulary, and nurture a love of language. Poetry allows students to see, hear, and feel in ways that prose does not. A carefully chosen poem that appeals to students' interests and meets their emotional and psychological needs can, when used correctly, build self-confidence and encourage personal expression at a very early stage in the language learning process. Poems also can contain much of the vocabulary students will use in real-life situations.

Poems used in ESL classes should do the following:

- Ensure student interest. Students must be able to identify in some way with the poems you present to them.
- Be simple. Start with short, direct poems. As students progress, they will be able to understand and use increasingly difficult vocabulary and idioms in context.
- Employ rhyme and humor. Poems that contain easy rhymes, alliteration, quick actions, and humor make a lasting impression on all students and are especially effective in fostering second language acquisition.

Use poetry in ESL activities for many purposes:

- Familiarize students with the rhythmic patterns of spoken English.
- Expose students to more complex language patterns than they can produce.
- Suggest varied linguistic means of expressing thoughts and feelings.
- Enrich vocabulary.
- Evoke appreciation of and respect for other cultures.
- Engage students in choral reading and similar shared experiences.

Suggested Resources for Poetry in ESL Lessons

Bissett, Donald J. *Poems and Verses to Begin On*. San Francisco: Chandler Publishing Co., 1967.

Christison, Mary Ann. *English through Poetry*. Hayward, CA: Alemany Press, 1982.

Fagin, Larry. *The List Poem*. New York: Teachers & Writers Collaborative, 1991.

Giovanni, Nikki. *Spin a Soft Black Song: Poems for Children*. New York: Hill & Wang, 1971.

Goldstein, Bobbye S. *Bear in Mind: An Anthology of Bear Poems*. New York: The Viking Press, 1988.

Graham, Carolyn. *Jazz Chants for Children*. New York: Oxford University Press, 1978.

Hopkins, Lee Bennett. *Side by Side: Poems to Read Together*. New York: Simon & Schuster, 1988.

Livingston, Myra. *Poems for Fathers*. New York: Holiday House, 1989.

Maley, Alan and Alan Duff. *The Inward Ear*. New York: Cambridge University Press, 1989.

Poetry Power ESL. Cleveland, OH: Modern Curriculum Press, 1993.

Prelutsky, Jack, ed. *The Random House Book of Poetry for Children*. New York: Random House, 1983.

ROLE-PLAYING AND ESL INSTRUCTION

Role-playing provides students with opportunities to interact in English while encouraging free expression. When students assume different roles and characteristics, they feel less self-conscious using their acquired English skills.

Keep in mind the following strategies:

- Develop role-playing scenarios that relate to students' real experiences.
- Clarify role-playing scenarios using realia and visuals.
- Use word and phrase cards to help students link printed words with their meanings.
- Allow time for students to plan and rehearse their scene in pairs or groups, encouraging them to be creative in their interpretations.
- Remember that props are a very important component of role-playing activities. They add dimension to the situation being acted out and provide the content for expansion activities. For example, if you role-play buying a book bag in a department store, you might use the following materials: various items to be purchased, a cash register, paper bags, and toy money. Or if you role-play ordering lunch in a restaurant, you could use the following items: menus, napkins, plates, silverware, place mats, and plastic food.

PUPPETRY

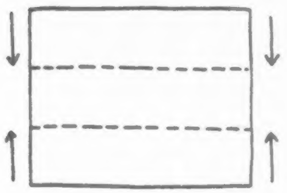
Making and using puppets can be a creative and enjoyable way to enhance language acquisition. Puppetry encourages the expansion of oral communication, while providing students with anonymity. Thus the puppeteer, through the puppet, can begin to use language effectively and freely, avoiding the self-consciousness sometimes present when students speak for themselves. Puppetry makes the student an active participant in his or her learning process.

Use the following strategies to integrate puppetry into ESL instruction:

- Use puppets to tell stories or to present dialogues, modeling English pronunciation, intonation patterns, grammar, and language related to different everyday functions.
- Provide opportunities for students to use puppets in creating their own stories, dialogues, and characters.
- Present puppets as a nonthreatening means of expressing concerns, problems, or strong emotions.
- Adapt folktales and fables for use with puppets.
- Use puppet-making activities to provide opportunities for peer interaction, vocabulary development, the learning of chants, practicing of choral repetition, and the creation and interpretation of cooperative stories.

Directions for a folded paper puppet, "Big Mouth"

1.



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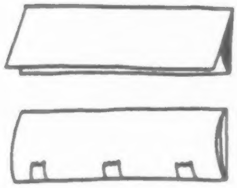

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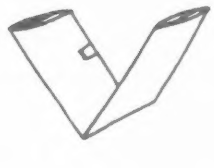

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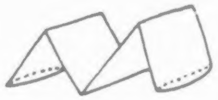

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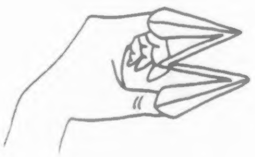

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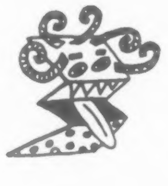
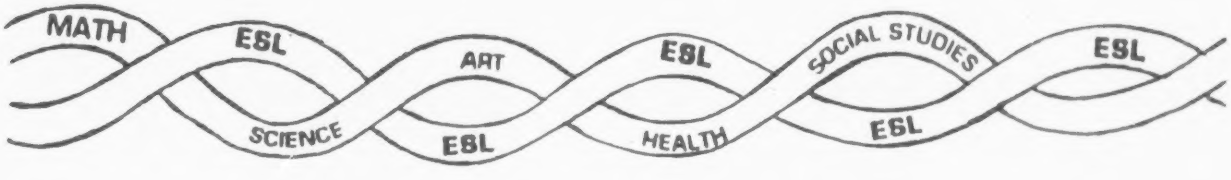


ESL in the Content Areas*



INTRODUCTION

Students learn best when they are actively involved in the learning process through discovery and exploration. It is important for limited English proficient students in general and in special education programs to be provided in their native language, and through ESL methodologies, primary experiences and opportunities for exploring themes.

Bilingual/ESL learners enter school with a range of cognitive and linguistic skills in their first and second languages; thus, many bilingual/ESL learners learn linguistic and critical thinking skills at the same time they are learning content area material. However, when students, in learning a new language, focus on a content area rather than just on linguistic form, that language is learned not as an isolated subject but as a tool for communication, cognitive development, and evaluation of experiences. ESL and content area instruction, therefore, need to be combined not only for the beginning but also for the advanced students, determined both by their linguistic competence, and by their critical thinking skills. Linguistically, one of the ways this can be accomplished is by using the method known as "scaffolding," a technique in which the teacher expands on children's early attempts to use language, thereby facilitating communication at a level somewhat beyond the children's actual linguistic capabilities.

An approach that accommodates the teaching of English as a second language in a content area while addressing critical thinking skills is "Sheltered English." It is an interactive ESL program that uses contextual language and visual aids in content area instruction to make instruction more comprehensible without "watering down" the subject matter.

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* Parts of this section have been adapted from *Integrating Content Area and ESL Instruction: Lesson Plans for Grades 3-8*, Board of Education of the City of New York, Division of Bilingual Education, 1985.

Goals of Teaching ESL in Content Areas

- Help students improve their English language proficiency.
- Teach content area skills and concepts.
- Teach higher-level thinking skills.
- Promote literacy.

Procedure

An integrated approach can be implemented in programs serving all grade levels. It can assist students ranging from beginners with no English competence to those who have mastered social English and are in the process of developing more advanced academic English. (On the differences between social and academic English, see the next page.) Integrated instruction brings cognitive development and language development together. Thus, learning becomes more interesting and academically valuable while the content provides real meaning.

- Develop content area lessons that give students concrete experiences in a variety of curriculum subjects and that use ESL strategies and techniques to help students express observations, state opinions, and draw conclusions.
- Use the cognitive objective to determine the linguistic objective of each content area lesson. This ensures that language instruction is built around real-life, purposeful experiences and activities.
- Consider the linguistic objective for each lesson as a focus, but do not use it as a strict grammatical control. For example, certain content area activities will lend themselves to the incorporation of particular linguistic items:

Content	**Language Focus**
Science experiment using leaves	*Verbs:* imperatives
	"Measure the leaf."
	Adjectives: comparatives: -er
	"Look for the larger leaf."
	Pronouns: interrogative: which
	"Which leaf is larger?"
Map of Puerto Rico	*Verbs:* modals: can
	"Can you show me your country?"
	Prepositions: of place: in
	"Is San Juan in Puerto Rico?"

Bar graph of favorite flavors	*Pronouns:* interrogative: how many "How many prefer chocolate?" *Nouns:* singular possessives: 's "What is Jean's favorite flavor?"

- Vary the classroom activities in each lesson to meet the cognitive and linguistic needs of different students. Be aware that students in general and in special education come to the ESL classroom with varying proficiencies in language and cognition. Some students with greater English language competence may lack skills in certain cognitive areas. Other students who are less proficient in English may be functioning with a high degree of cognitive competence in their native language.
- Incorporate the four skills of listening, speaking, reading, and writing into the ESL lessons.
- Base activities on instructional techniques that have proved successful in the ESL classroom, such as:
  - — total physical response
  - — songs and jazz chants
  - — cooperative learning activities
  - — art projects and illustrations
  - — language experience activities
  - — big books and shared readings
  - — dictation

These strategies for developing language, cognition, and critical thinking help to meet the needs of heterogeneously-grouped students. All students bring their unique experiences and own knowledge to the learning task, but limited English proficient students bring them from their own cultural backgrounds. A skilled ESL teacher recognizes cultural similarities and differences and uses them to enhance and enrich the learning process.

COGNITIVE INVOLVEMENT AND CONTEXTUAL SUPPORT IN CONTENT AREA LESSONS

Research strongly suggests that language acquisition is based on input that is meaningful and understandable. Language acquisition takes place when there are multiple opportunities for understanding and using language in a setting in which students feel little anxiety. Cummins states that educators must be aware of the communicative and cognitive demands involved in the content in order to provide students with comprehensible input. Further, teachers must be knowledgeable about students' skills and their relationship to the contextual support.

CUMMINS' FRAMEWORK: FOUR QUADRANTS

The following figure, "Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities," and table, "Classification of Language and Content Activities within Cummins' Framework," aid in presenting how ESL activities can be designed to maximize student learning.

Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities (Cummins, 1982)

	CONTEXT-EMBEDDED	**CONTEXT-REDUCED**
COGNITIVELY UNDEMANDING	**Quadrant A** Informal language for social interaction supported by visuals, demonstrations, and hands-on activities	**Quadrant C** Informal language for social interaction not supported by context clues
COGNITIVELY DEMANDING	**Quadrant B** Formal academic language supported by visuals, demonstrations, and hands-on activities	**Quadrant D** Formal academic language not supported by context clues

Content presentation ranges from content that is embedded in its context to content that is presented in a context-reduced (that is, decontextualized) setting. Context-embedded instruction presents content and develops skills through multiple tools or techniques such as gestures, facial expressions, movements, visuals, and hands-on materials that help the student understand the meaning of the language used. In context-reduced learning situations, the student is forced to rely exclusively on oral or written language to derive meaning. Contextual support facilitates the acquisition of content and communicative skills As skills become more undemanding to students, the range of contextual support needed is reduced.

Content and communicative skills range from cognitively undemanding to cognitively demanding. Cognitively undemanding skills are those that students can easily perform without a great deal of thinking. These skills have been internalized and are automatic. Cognitively demanding skills are those that require active thinking and more effort. For example, planning solutions to problems and evaluating one's own performance.

ESL students develop social and academic language most easily when contextual support is provided (Quadrants A and B). Eventually, they are able to deal with the many tasks that lack contextual support (Quadrants C and D). In other words, a successful instructional program for language acquisition must maintain a *cognitive* challenge while making the *content* understandable by providing the background and contextual support that students need.

Classification of Language and Content Activities within Cummins' Framework*

Nonacademic or Cognitively Undemanding, Context-Embedded Activities	Nonacademic or Cognitively Undemanding, Context-Reduced Activities
Quadrant A • Develop survival vocabulary • Follow demonstrated directions • Play simple games • Participate in art, music, physical education, and some vocational education classes • Engage in face-to-face interactions • Practice oral language exercises and communicative language functions • Answer lower-level questions	**Quadrant C** • Engage in predictable telephone conversations • Develop initial reading skills such as decoding and literal comprehension • Read and write for personal purposes, e.g., notes, lists • Read and write for operational purposes, e.g., directions, forms, licenses • Write answers to lower-level questions
Academic or Cognitively Demanding, Context-Embedded Activities	**Academic or Cognitively Demanding, Context-Reduced Activities**
Quadrant B • Develop academic vocabulary • Understand academic presentations that employ visuals, demonstrations of a process, etc. • Participate in hands-on activities • Make models, maps, charts, and graphs in social studies • Solve word problems in math assisted by illustrations • Participate in academic discussions • Make brief oral presentations • Use higher-level comprehension skills in listening to oral texts • Understand written texts through discussion, illustrations, and visuals • Write simple science and social studies reports with format provided • Answer higher-level questions	**Quadrant D** • Understand academic presentations without visuals or demonstrations • Make formal oral presentations • Use higher-level reading comprehension, e.g., inferences and critical reading • Read for information in content subjects • Write compositions, essays, and research reports in content subjects • Solve word problems in math without illustrations • Write answers to higher-level questions • Take standardized achievement tests

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* Based on Chamot, Anna Uhl, J. Michael O' Malley, and Lisa Küpper. *Cognitive Academic Language Learning Approach: CALLA Training Manual.* Arlington, VA: Second Language, Inc., 1988.

SAMPLE ACTIVITIES FOR EACH OF THE FOUR QUADRANTS

Quadrant A: Nonacademic or Cognitively Undemanding, Context Embedded-Activities

- Show students pictures, photographs, or models of African masks.
- Take them on a trip to the American Museum of Natural History's African masks collection.
- Have students bring with them paper, pencils, and drawing boards (squares of corrugated cardboard work well) to make sketches of the pieces that most interest them.
- Back in the classroom, encourage students to share their impressions of the masks. Invite them to draw their own design of an African mask.
- Use the following TPR activity to make African masks using brown grocery bags. Students can make the masks they previously designed.

Materials

big brown grocery bags
crayons
pencils
markers
tempera paint
construction paper
cardboard (for ears or other ornaments)
toothpicks
straws
aluminum foil
any other scrap art materials
stapler
scissors
glue

Making a Paper Bag Puppet

1. *Take a paper bag.*
2. *Cut holes for eyes, nose, and mouth.*
3. *Draw a face for your mask.*
4. *Add ears, horns, hair, hat, etc.*
5. *Paint your mask.*
6. *Let it dry.*
7. *Have fun wearing your mask.*

- Invite students to wear their masks, talk about who they represent, and describe their features (big angry eyes, red ears, curly horns, orange hair, etc.)
- Encourage them to talk about how masks are used for parades, carnivals, and holidays in their native countries.

Quadrant B: Academic and Cognitively Demanding, Context-Embedded Activities

- Read the book *Count Your Way Through Africa,* by Jim Haskins (Minneapolis: Carolrhoda Books, Inc., 1992) to your class.
- Use the illustrations to elicit students' observations about Africa.
- Invite the class to imagine they have traveled to Africa. Write a report entitled "Our Trip to Africa" with the students. Record their ideas on the board or a chart. (Sentences should be simple and short, and the report should not be longer than six to eight sentences.) Read the report to the students and ask them to make any changes they think are necessary.
- Model reading the final report. Invite students to read chorally with you.
- Use simple language to ask "W" questions (what, where, when, who). Encourage students to formulate their own "W" questions.
- Divide the class into groups of three. Each group will copy and illustrate on chart paper two facts from their report.
- Collect students' work in a class Big Book. Ask students to title the book.

Quadrant C: Nonacademic or Cognitively Undemanding, Context-Reduced Activities

- Invite a speaker from the Bronx Zoo or the American Museum of Natural History to be interviewed by students about African animals.
- Ask students to prepare two to three questions to ask the guest speaker.
- After the interview, have students give an oral report about an African animal they found interesting.
- Have students work in pairs to write a thank you note to the guest speaker, mentioning two things they learned from the visit.

Quadrant D: Academic and Cognitively Demanding, Context-Reduced Activity

- Divide the class into small research groups.
- Each group will select a sub-Saharan African country to research.
- Have students gather information from encyclopedias, magazines, atlases, history and geography books, etc., from the school and community libraries.
- Have students give oral presentations to the rest of the class about the country they researched. Reports may include information about geographical features, economy, language, religion, animals, plants, holidays, music, literature, etc.

TARGETING CONTENT AREA SKILLS

Lessons should focus on developing the following content area skills.

Students will be able to:

- Locate information, e.g., skim, scan, reread.
- Understand and interpret maps.
- Classify and group things that are in some way alike. (Study them, discuss them, and make decisions about them.)
- Understand key ideas, e.g., put details together in order to derive the most important ideas.
- Summarize and outline, e.g., reword what has been read or said and summarize it. Key words can be organized into an outline.
- Predict and infer.

TARGETING ESL SKILLS

Lessons should focus on developing the following language skills.

Students will be able to:

- Follow directions.
- Understand and respond to questions.
- Understand basic structures, expressions, and vocabulary.
- Understand and respond to spoken narratives.
- Match spoken words, sentences, and description to pictures.
- Match spoken words, sentences, and descriptions to written sentences.
- Ask for and give information and directions.
- Follow conversational sequences.
- Role-play fixed and free dialogues.
- Read aloud and with expression.
- Read poems aloud in unison with others.
- Use correct word pronunciation, stress, and sentence intonation.
- Improve pronunciation through rhymes, games, and songs.
- Decode words and read sentences.
- Present oral reports.

PREPARING A LESSON FOR ESL IN THE CONTENT AREAS

Prepare

- Identify the objectives of the lesson and put them in outline form.
- Analyze the materials needed.
- Consider the special instructional needs of your students.
- Anticipate and prepare for any effects and reactions due to the different cultural values that students bring from their prior experience.
- Introduce vocabulary by utilizing a multisensory approach. Use visual aids, realia, gestures, and body movements to make words understandable to the students.
- Use familiar vocabulary words to introduce new vocabulary.
- Paraphrase or shorten sentences to simplify structures.
- Use familiar synonyms and antonyms to extend vocabulary or to clarify.
- Examine the text and identify the tense(s) needed to introduce the concept.
- Introduce and use consistently, procedural words that indicate what must be done.
- Organize the material into small, easily attainable, and sequential steps.

Present

- Announce the global theme of the lesson.
- Set up a hands-on experience in the classroom or go on a field trip.
- Tap students' prior knowledge.
- Help them organize their thoughts.
- Teach the more difficult vocabulary.
- Use a variety of strategies in teaching new materials to reach students with different learning styles.
- Provide clear transitions and markers for key points throughout the lesson.

Practice

- Have students work on the skills they are trying to learn.

Evaluate Students' Understanding

- Throughout the lesson, ask students open-ended questions.

Follow-up

- Extend lesson wherever possible.

Assessment

INFORMAL ESL ASSESSMENT

Consider the following points in informal assessment when planning for collaborative learning projects, functional groupings, learning center activities, and individualized instruction. Always bear in mind each student's age, current English language proficiency, disabling condition, and cultural background.

- Observe the student informally in the classroom, cafeteria, and other social settings.
  - — What language does he or she speak most often? In what contexts?
  - — Does the student show a growing ability to approximate the speech of native speakers of English by incorporating a wider range of vocabulary and improving control over the structures of English?
  - — Does the student sometimes self-correct?
- Use tape-recorded samples of the student's language.
  - — Does the student make certain errors consistently?
  - — How has the student's oral expression changed over time? Bear in mind that each student's level of maturity and cultural background should be considered.
- Observe the student's participation in games and music activities, keeping in mind his or her level of maturation and cultural background.
  - — Does the student express himself or herself openly or does he or she seem reserved?
  - — Does the student's limited English proficiency prevent participation in an activity?
- Use the student's drawings as a response to classroom interaction.
  - — Do the drawings indicate that the student understood the activity?
  - — How can the lesson be developed or modified using the information from drawings?
- Analyze the student's nonverbal, oral, or written responses by having him or her do the following:
  - — Respond to directions such as "sit down," "stand up," "come here," and "read this."
  - — Point in response to a comment or question such as "Where's the desk?" and "I wonder where my chalk is."
  - — Select the correct picture: "Which flower is pink?" "Do you see a cat?" "Who is running?"
  - — Match colors with their names, numbers with their spelling, action picture cards with their verbs, etc.
  - — Classify lists of words into categories: people, objects, numbers, colors, and animals.
  - — Contribute to a class language experience chart.
  - — Provide a title for a language experience chart or a short story read in class.
  - — Put the parts of a story into sequence.
  - — Retell a story or summarize a part of the lesson.
  - — Write a description of someone such as a family member.

- Observe the student's participation in and affinity for content-based activities.
  - — Does the student understand the lesson or does the student appear to need review of content with greater visual support and contextualization?
  - — Does the student initiate questions and comments on his or her own or does he or she wait to be called upon?
  - — Does the student participate throughout the lesson? At what point in the lesson and in what subjects is the student most and least attentive?

CHECKLISTS

The Classroom Language Behaviors Checklist and the English as a Second Language (ESL) Checklist for Students Entering Grades 6—8 are examples of informal instruments that can provide an overview of a student's receptive and expressive language skills. Samples of those checklists can be found on the following pages.

Other forms and checklists include the following and may be updated as needed:

- a biographical survey that includes the student's personal data, country of origin, ethnic background, home language, interests, hobbies, etc.
- a basic educational data checklist that appraises the student's knowledge of numbers, letters, colors, basic commands, etc.
- a reading comprehension checklist
- a writing skills checklist
- an inventory of English linguistic structures that provides the teacher with a reference tool for organizing the language needed to develop contextualized activities

CLASSROOM LANGUAGE BEHAVIORS CHECKLIST

Indicate frequency of behavior in English and in the other-than-English language by circling the appropriate letter in each column:

A = Always S = Sometimes N = Never

Teachers who do not speak the other language must leave that column blank. It will then be filled in by the bilingual team member.

English			**Other-Than-English Language**			**Receptive Language**
						Understands verbal directions:
A	S	N	A	S	N	accompanied by nonverbal clues
A	S	N	A	S	N	accompanied by a single word
A	S	N	A	S	N	given in one step
A	S	N	A	S	N	given in multiple steps
A	S	N	A	S	N	Understands suggestions
						Understands the following types of questions:
A	S	N	A	S	N	yes–no questions
A	S	N	A	S	N	choice questions
A	S	N	A	S	N	who, what, where, when questions
A	S	N	A	S	N	how and why questions
A	S	N	A	S	N	Understands teacher or peer discussion comments
A	S	N	A	S	N	Understands introduction of new information
						Understands the following elements of a story or event:
A	S	N	A	S	N	main points
A	S	N	A	S	N	details
A	S	N	A	S	N	sequence
A	S	N	A	S	N	possible outcomes
A	S	N	A	S	N	cause and effect relationships
A	S	N	A	S	N	implications

CLASSROOM LANGUAGE BEHAVIORS CHECKLIST (CONTINUED)

English			Other-Than-English Language			Receptive Language
A	S	N	A	S	N	Uses single words
A	S	N	A	S	N	phrases
A	S	N	A	S	N	simple sentences
A	S	N	A	S	N	complex sentences
A	S	N	A	S	N	Uses possessives, prepositions, plurals, and pronouns*
A	S	N	A	S	N	Describes pictures or experiences
A	S	N	A	S	N	Retells stories
						Descriptions and explanations include:
A	S	N	A	S	N	naming
A	S	N	A	S	N	numbers (quantity)
A	S	N	A	S	N	sizes
A	S	N	A	S	N	colors
A	S	N	A	S	N	categorization
						directional descriptor
A	S	N	A	S	N	comparisons
A	S	N	A	S	N	cause and effect terms
A	S	N	A	S	N	relationships between objects and people
A	S	N	A	S	N	Converses with teacher or peers on common topics such as, games, music, TV programs, etc.
A	S	N	A	S	N	Answers the following types of questions
A	S	N	A	S	N	yes–no questions
A	S	N	A	S	N	choice questions
A	S	N	A	S	N	who, what, where, when questions
A	S	N	A	S	N	how, why questions
A	S	N	A	S	N	Asks questions to request information, clarify doubts, etc.

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* For a detailed list of the target linguistic structures for ESL, see "ESL Structures, Examples, Themes, and Functions" in the Bilingual/ESL Learners section of this manual.

ENGLISH AS A SECOND LANGUAGE (ESL) CHECKLIST

C.S.D. ☐☐ School ☐☐☐ N. Y. C. Identification Number ☐☐☐☐☐☐☐☐☐ Entering Grade ☐

1 3 15

Child's Last Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

16

Child's First Name ☐☐☐☐☐☐☐☐☐☐

31

Instructions: For each item below, rate the student by circling the appropriate number:

1 = Not yet 2 = Sometimes 3 = Most of the time

This ESL pre- and post-test checklist is designed for bilingual/ESL learners. The four language skills (listening, speaking, reading, and writing) are separated for ease of use, although they should always be integrated in ESL instruction.

For the bilingual/ESL learner, a separate checklist should be used for the student's performance in the native language. Observations should be based on cultural and linguistic appropriateness and be conducted in the student's native language by qualified, culturally literate personnel.

	Pre-test			Post-test		
Listening	Not yet	Some-times	Most of the time	Not yet	Some-times	Most of the time
1. Follows simple one- and two-step oral directions and instructions.	1	2	3	1	2	3
2. Relates illustrations of objects to sounds they make (e.g., fire engine, bell).	1	2	3	1	2	3
3. Identifies rhyming words.	1	2	3	1	2	3
4. Responds appropriately to the stress, rhythm, and intonation patterns of English in varying contexts.	1	2	3	1	2	3

	Pre-test			Post-test		
Listening	Not yet	Sometimes	Most of the time	Not yet	Sometimes	Most of the time
5. Demonstrates auditory comprehension through nonverbal responses (e.g., pointing, shaking head, selecting, locating, matching, circling, underlining, drawing).	1	2	3	1	2	3
6. Listens with interest and pleasure to others reading aloud.	1	2	3	1	2	3
7. Responds to storytelling by sequencing a set of pictures to retell a story.	1	2	3	1	2	3
8. Responds to speaker by contributing information and asking questions.	1	2	3	1	2	3
Speaking						
1. Repeats language as modeled in words, phrases, and sentences.	1	2	3	1	2	3
2. Participates in large and small group choral activities (e.g., singing, chanting, and reciting poems).	1	2	3	1	2	3
3. Supplies appropriate responses to questions.	1	2	3	1	2	3
4. Asks questions.	1	2	3	1	2	3
5. Participates in simple conversations with peers and adults.	1	2	3	1	2	3
6. Gives simple directions for others to follow.	1	2	3	1	2	3
7. Looks at pictures and describes content.	1	2	3	1	2	3
8. Relates events in sequential order, such as retelling a simple story.	1	2	3	1	2	3
9. Communicates possible solutions to situations or problems.	1	2	3	1	2	3
10. Expresses needs and feelings.	1	2	3	1	2	3
11. Relates personal experiences.	1	2	3	1	2	3
12. Uses reason to persuade peers and adults.	1	2	3	1	2	3

Reading	Pre-test			Post-test		
	Not yet	Sometimes	Most of the time	Not yet	Sometimes	Most of the time
1. Reads sight words, print in the environment, signs and labels.	1	2	3	1	2	3
2. Establishes left-to-right and top-to-bottom directionality on printed page.	1	2	3	1	2	3
3. Follows simple written directions.	1	2	3	1	2	3
4. Matches pictures with appropriate labels.	1	2	3	1	2	3
5. Reads phrases and simple sentences.	1	2	3	1	2	3
6. Reads high-frequency words.	1	2	3	1	2	3
7. Reads experience charts as dictated by class.	1	2	3	1	2	3
8. Follows story line involving several characters.	1	2	3	1	2	3
9. Identifies main idea in a story.	1	2	3	1	2	3
10. Recalls details of a story.	1	2	3	1	2	3
11. Predicts next probable event in a sequence.	1	2	3	1	2	3
12. Distinguishes between reality and fantasy.	1	2	3	1	2	3
13. Demonstrates appreciation of repetition, rhyme, and rhythm in a variety of literary genres.	1	2	3	1	2	3
14. Reads aloud to and with others from books and own stories.	1	2	3	1	2	3
15. Uses contextual clues to derive meaning.	1	2	3	1	2	3
16. Makes inferences from materials read.	1	2	3	1	2	3
17. Reads and understands a variety of mathematical symbols (e.g., numerals, clocks, and calendars).	1	2	3	1	2	3
18. Acquires and reads vocabulary related to new concepts being learned.	1	2	3	1	2	3
19. Recognizes initial sounds and letters.	1	2	3	1	2	3

	Pre-test			Post-test		
Reading	Not yet	Some-times	Most of the time	Not yet	Some-times	Most of the time
20. Recognizes final sounds and letters.	1	2	3	1	2	3
21. Sounds out words.	1	2	3	1	2	3
22. Can complete a cloze passage.	1	2	3	1	2	3
23. Understands and responds to higher-order thinking questions.	1	2	3	1	2	3
Writing						
1. Recognizes writing as a means of communication.	1	2	3	1	2	3
2. Dictates words or simple sentences to recorders in order to describe illustrations, personal experiences, etc.	1	2	3	1	2	3
3. Exhibits ability to reproduce shapes.	1	2	3	1	2	3
4. Copies/writes labels to identify objects and illustrations.	1	2	3	1	2	3
5. Uses invented spelling.	1	2	3	1	2	3
6. Knows basic spelling patterns.	1	2	3	1	2	3
7. Writes grammatically correct sentences.	1	2	3	1	2	3
8. Writes a cohesive paragraph.	1	2	3	1	2	3
9. Participates in writing conferences and group story writing.	1	2	3	1	2	3
10. Recognizes that rewriting and editing are done with a particular purpose.	1	2	3	1	2	3
11. Writes simple stories with assistance from peers and adults.	1	2	3	1	2	3

Pre-program rater

Post-program rater

Date

Date

Developed by the Second Language Programs Office, Division of Bilingual Education, 1993.

ALTERNATIVE ASSESSMENT TECHNIQUES

Other assessment techniques include indirect measures of general language proficiency such as retelling a story, or more direct measures such as oral interviews, role-plays, and writing samples. One may also use performance-based assessments that ask students to complete tasks or take part in simulations. Select and adapt techniques according to age-appropriate expectations and students' English language proficiency. Use portfolios, reading files, questionnaires, and conferences to supplement your assessment of students.

- Portfolios contain samples of work that show students' progress along with comments on their work. Students choose the work they want to see included, and teachers help them organize their material.
- Reading files and free reading logs record what students have read and their reactions to the materials. These files can also include a checklist of what students can read, do read, and would like to read. Materials should be varied and highly interesting; for example, they may include picture books, fairy tales, poems, signs, recipes, letters, advertisements, greeting cards, etc.
- Questionnaires and surveys can be used to collect data on childrens' interests, skills development, attitudinal changes, and their growing interest in school-related communication.
- Student-teacher conferences focus on progress and language development.

HOW TO USE PORTFOLIOS IN THE ESL CLASSROOM

Teachers are using portfolios of student work as effective vehicles to assess what students know and can do. A collection of writing samples and related work periodically selected throughout the year, portfolios allow teachers to see the development of students' English skills. The use of portfolios encourages students to take responsibility for their own learning by selecting items to include and writing reflections on their work. Portfolios help ESL students to acquire their new language in an active and reflective manner as they see their own work improve.

By combining portfolio assessment with traditional performance measures, teachers avail themselves of multiple indicators of each student's abilities. The careful consideration of results obtained on standardized and teacher-made tests, together with anecdotal records, rating scales, teacher observation checklists, and writing samples to assess developing literacy skills, provides much more information than standardized tests alone.

Because portfolios are a reflection of student growth in writing, they provide a basis for setting goals for future learning. The process of examining their own writing with teacher guidance encourages students to self-evaluate as they write and revise. This is especially important for ESL students who are tentative about putting their thoughts in writing and expressing themselves creatively. As they get into the habit of writing and revising, however, ESL students will feel freer to express themselves, knowing they will have the opportunity to edit their work with the help of their peers and the teacher.

In addition to writing samples for portfolio assessment, ESL students can create:

- videotapes (e.g., commercials, improvisations, skits, and storytelling)
- photographs and drawings of their own experiences and activities with accompanying text
- audiocassettes (e.g., interviews, news reports, and sportscasts)
- written documentation (e.g., posters and signs, dialogues, letters to pen pals, poems, and cultural reports)
- evidence of group projects

The units in this guide suggest both structured and free writing activities. Students should use a folder to save their writing, including both handwritten products and computer printouts. By collecting their own written work, all students will come to understand that writing well always entails planning, composing, and editing.

As indicated in the *New York City ESL Curriculum Frameworks*, ESL students need ongoing opportunities to engage in the writing process. The teacher will model and assist students in the following steps:

- brainstorming on a topic
- doing prewriting activities
- producing a series of drafts
- conferencing with peers and teacher
- writing a final draft

When students have accumulated a number of different writing pieces in their folders, they can begin the process of reflection and selection. Beginning ESL students will need extra help in participating in the writing process. Teachers can ask students to choose pieces of writing that they feel good about and have them write short notes explaining why they chose them. To help students articulate their reasons, ask questions such as:

- What do you like about this piece?
- Why is it good?
- Is this your best work?

Periodically, teachers can have students select new pieces of work to add to their portfolios, discuss how their writing has changed, and set new goals. As students become more proficient, teachers may want to make an editing checklist to aid in the revising that students do on their own before submitting completed pieces.

Portfolio assessment is proving to be a valuable tool both for teachers and for ESL students because it helps students become aware of themselves as writers, promotes communication between the teacher and individual students, and provides tangible measures of progress.

Curricular and Instructional Adaptations for ESL in Special Education

Special education teachers often find themselves using curricula and materials that have not been expressly designed for their students. Special education teachers with bilingual/ESL learners face an even more complex challenge. The strategies listed in this section can help teachers to (1) modify existing materials to meet the needs of their students; and (2) present general education materials and curricula in ways that make them accessible to special education students.

ADAPTATIONS OF OBJECTIVES

Prior to developing lessons based upon the general education curriculum, carefully evaluate the instructional objectives. If adaptations of objectives are needed to ensure successful instruction, it is critical that you select objectives with the appropriate level of difficulty. This decision must be based upon the prerequisite skills and knowledge of the students.

Analyze Objectives by Task, creating smaller units of instruction.

- Break down an objective into two or more sequential objectives that, when taught in proper sequence, will result in mastery of the original objective.
- Break down an objective into two or more smaller objectives that focus on specific, key components of the original objective.

Combine Objectives to eliminate details while retaining essential information.

- Combine two or more objectives by selecting a limited amount of information from each objective that will enable students to grasp key concepts common to both objectives.

ADAPTATIONS OF MATERIALS

Materials specified for use in general education lessons may require adaptations to make them appropriate for special education instruction. Although many of the adaptations refer to modifying printed materials, adaptations that introduce concrete and/or audiovisual materials also may enhance learning.

Enlarge Printed Materials for easier reading by increasing type size.

- Have materials retyped using a computer to expand and enlarge print.
- Type materials on a primary typewriter.

This section has been excerpted from *Adapting Curriculum for Students in Special Education: A Teacher's Handbook*. Board of Education of the City of New York, Division of Special Education, 1987.

- Provide the student with a magnifying glass.
- Use opaque or overhead projectors to project materials on a wall.

Reduce the Amount of Information per Page to eliminate unnecessary items, pictures, directions, and diagrams, and to reduce clutter.

- Reduce the number of problems on a page.
- Place charts, pictures, and diagrams on a separate page.
- Put directions on a separate page.
- Frame specific items on a page.
- Use unlined index cards to cover extraneous areas on the page or to reduce items on the page.

Use Pictures and Illustrations* that are directly related to material presented in order to provide added stimulus for students who have difficulty reading and to give more concrete examples.

- Use pictures or illustrations as a stimulus for an experience story.
- Provide pictures to help poor readers visualize what they are reading about.
- Use illustrations to demonstrate the desired responses from students.
- Illustrate new vocabulary and concepts.

Pre-Cut Materials into pieces for students who have difficulty cutting with scissors.

- Cut pieces beforehand.
- Allow students to tear pieces apart.
- Have adaptive cutting tools such as a four-hole scissors, electric scissors, or a safety razor.

Increase Space for Student Response to accommodate different levels of handwriting skill.

- Have a separate answer sheet for student responses.
- Use unlined paper for responses.
- Allow for nonwritten responses by using a tape recorder to record verbal responses.

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* Throughout this section, the asterisk identifies adaptations that are particularly relevant in teaching bilingual/ESL special education students.

Increase Spaces Between Words and Sentences to make printed material more accessible.

- Double-space between each typed or printed word.
- Write on the chalkboard using larger areas between words and sentences.

Increase Spaces Between Lines

- Double- or triple-space between lines.
- Provide unlined index cards for the student to place under lines to be read.
- Write material with wider spacing between lines on board.

Modify Vocabulary* to adjust word usage to student reading ability.

- Rewrite directions in written material.
- Provide students with simplified definitions of vocabulary related to instruction.
- Simplify information and directions by rephrasing with synonyms.

Underline Information in Books* in order to highlight themes and information pertinent to the lesson.

- Use a felt marker to highlight important ideas, details, and facts in instructional materials.
- Construct a stencil that will highlight specific words or phrases when placed over texts.
- Type materials onto a computer and boldface, underline, or italicize specific points.
- Preview with students the key ideas to be presented so they know what to look for.
- Underline basic information and main ideas.

Cut Papers in Half to present smaller tasks and information activities.

- Present fewer problems at a time by folding or cutting activity sheets in half.
- Photocopy activity sheets into two parts so only a few problems are presented.

Provide Manipulable Objects* that can enhance understanding of abstract ideas.

- Begin the classroom activity with a concrete demonstration and expand individual tasks with activities using manipulable materials.
- Initiate counting with manipulable objects and progress to illustrations and activity sheets.
- Develop in students a sense of sequential order by providing pictures to be arranged sequentially.
- Use puzzle pieces that can form letters, words, or shapes.

Tape-Record Materials* in order to support students having difficulty in reading, following directions, or memorizing.

- Record directions for students to refer to while reading .
- Allow students' responses to be recorded verbally or in written form.
- Record textbook passages for students to follow with written text.
- Record literature assignments for students to follow with a written story or play.

Color-Code Materials so that emphasis can be placed on important information to help students follow directions, memorize information, complete tasks, and recognize and classify information.

- Highlight topic sentences in one color, supporting sentences in another color.
- Assign specific colors to directions, examples, and problems in tests and regular assignments.
- Assign colors to math symbols (for example, + – x =).

Utilize Arrows for Directionality to cue left and right or to maintain movement in various directions.

- Employ arrows as cues in following an obstacle course.
- Place arrows on top of desks or on activity sheets as reminders of left to right progression in reading and writing.
- Provide arrows to indicate the directions of math operations on numbered lines or with multiplication activities.
- Place vertical and horizontal arrows on test response sheets to indicate order.

Use Coding to Locate Information by having coded symbols at areas where information is located.

- Indicate where answers to questions can be found by placing the number of particular questions near the paragraph that answers those questions.

Trace Pictures or Shapes to help discriminate between merging colors or forms.

- Outline shapes or pictures using a felt-tipped marker or colored pencil.
- Define shapes by placing colored acetate sheets over pictures and maps.
- Frame or highlight specific areas of pictures.
- Black out all extraneous images.

Trace Shapes and Lines in different sizes, positions, and media.

- Provide templates for tracing.
- Design materials on sandpaper to be traced with a finger.
- Have three dimensional cutouts made of shapes for students to trace.

Trace Words and Phrases using different media.

- Write letters or words in sand, clay, salt, sugar, or finger paints.
- Adapt the Fernald method for reading recognition of sight words.
- Trace words that are constantly reversed or misspelled.
- Trace numbers that are easily reversed.
- Trace and label body parts.

Create More Appealing Material through Color to enhance intrinsic motivation.

- Use different colors of paper for activity sheets.
- Photocopy activity sheets in color.
- Write on chalkboard with colored chalk.
- Choose materials that are visually pleasing to students.

Videotape Materials* and use large-screen television to present materials.

- Isolate specific segments of videotape for students to view.
- Enlarge materials to be read or maps to be viewed in greater detail.
- Allow students to review lessons on tape.
- Present materials and information in a medium that is appealing and familiar .

ADAPTATIONS OF INSTRUCTIONAL PRESENTATION

The methods used in the instructional presentation of general education lessons often require adaptation to be appropriate for special education students. In addition to developing lessons that utilize explicit teaching elements, it may be necessary to adapt the presentation mode, conceptual development, format, pacing, and/or the level of detail of the lesson.

Utilize a Variety of Teaching Modes* by presenting materials, information, or directions that use visual, auditory, kinesthetic, and tactile learning approaches.

- For students who have difficulty in following directions, use an index file of directions for task completion.
- Place texts on audiocassette tapes for students who have difficulty in reading.
- Verbally describe tasks or materials.

- Guide students through task steps while verbally describing those steps.
- Provide different methods of response from which students can choose, such as tape-recording, drawing, pointing, or writing.
- Use songs, riddles, dialogues, skits, rhymes, role-playing, dramatization, simulations, body language, gestures, and mimicking for students who have limited English proficiency.
- Develop charts, visual outlines, diagrams, and dioramas.

Change the Mode of Presentation by varying material, directions, information, and response requirements to meet students' preferred styles.

- Provide visual clues for students through coding, illustrating, underlining, and use of pictures.
- Implement activities involving tracing, cutting, drawing, or painting.
- Record or read materials to students.
- Videotape materials against neutral color backgrounds to visually enhance them.
- Have students tape-record answers, respond orally, or choose from multiple images of answers.
- Have students choose roles of director, player, scenery designer, or author in a class production of a play.

Utilize Several Modes Simultaneously* to enhance recognition, interpretation, and memory by combining visual, auditory, kinesthetic, and tactile learning modes.

- Give directions that use several learning modes by writing directions on the chalkboard or experience chart, stating directions verbally, writing directions on activity sheets, tape-recording directions for review and referral, presenting directions orally, and guiding students through directions kinesthetically or by using a tactile approach.
- Apply kinesthetic and auditory modes to copying activities; for example, pick up colored pieces of paper and place them in a container of the same color while naming the color, then have the students perform the same activity.
- Trace, say, and write words that students are having difficulty mastering during reading or writing activities.

Put Similar Topics in the Learning Center by arranging like materials, skills, or subject matter into easily accessible areas with functional groupings.

- Materials involving similar skills can be kept in one work area.
- Keep particular subject area materials functionally grouped and in specific work areas or specific subject corners.
- Group instructional activities according to their independent and instructional grade levels.

Develop a Method for Listing Concepts* by formulating and providing a structure for organizing concepts.

- Have students read texts and write each fact or detail on an index card, then regroup data into sequential order.
- Have students arrange fact cards from texts and copy data into an outline form.
- Show students information in terms of cause and effect, comparison, contrast, categorization, and classification.

Increase Repetition* by continuing to provide opportunities to perform tasks previously learned in order to encourage retention of these tasks.

- Make activity sheets from completed activities, lessons, and units available to students for review and practice.
- Group students together to review vocabulary, spelling lists, or number facts, such as multiplication tables.
- Construct tests that include items from previous activities, lessons, and units.
- Assign homework activities that include or focus on a review of skills taught weeks or months in the past.
- Integrate previously learned skills with newly taught skills.
- Establish a review corner in the classroom where students can practice previously learned skills or review a previously taught lesson on a computer disk or audiocassette.

Integrate Subject Matter* by providing experiences with subjects that are interrelated.

- Combine subject areas, such as history, art, language arts, and social studies, into unit plans.
- Ask specialty teachers (e.g., music, art, cooking, shop, and drama) to provide experiences and projects related to subject matter being studied.
- Assign term projects that integrate subject areas.
- Provide class activities that require students to apply several interrelated skills from different subject areas.

Enrich Instructional Activities* to ensure understanding, retention, and generalization of concepts or skills by providing opportunities to use various materials.

- Have students present completed assignments through various media: drama, art, music, and written or spoken language.
- Summarize orally, in writing, and in the native language.

Individualize Task Completion Schedules* to ensure sufficient time to complete tasks and retain concepts or skills.

- Contract with students to specify the time and materials needed to complete an assignment.
- Utilize programmed teaching materials that allow for self-pacing by students.
- Individualize instruction so students can work at their own pace.

Add Concrete Demonstrations* to enhance instruction with specific examples.

- Introduce concepts of fractions by cutting and separating shapes, breaking cookies into pieces, and dividing apples and oranges into fractions.
- Use an overhead projector to demonstrate patterns in handwriting instruction.
- Use pictures or illustrations to accompany instruction.
- Use concrete objects for observation, comparison, inference, and prediction.

Teach Task Vocabulary* by reviewing and clarifying terms related to instruction.

- Place vocabulary words on index cards with written meanings or illustrations of meanings on the reverse side of the cards.
- Introduce vocabulary in the context of a sentence, with students illustrating the sentence.
- Use simpler sentences or reword information.

Use Electronic Technology* such as videotape recorders and computers to enhance instruction.

- Videotape relevant television programs or acquire appropriate videotaped programs for student viewing.
- Videotape instructional presentations for students to review at a later time.
- Develop a library of videotaped lessons for students to view at their leisure.
- After reading a play or novel, view a videotape of its dramatization.
- Ask students to write their own commercials or plays, then have some classmates act out parts while others videotape the activities. Subsequent replay can be used to generate further learning activities.
- Type lessons on a computer and use the expanded print mode to enlarge printed reading materials.
- Have students write their own stories using a computer with word processing software, then print out the story.
- Modify commercial software to meet the students' needs.
- Have students practice writing, reading, and math skills using appropriate software.

- Use reading software that controls phrasing and presentation.
- Provide independent practice with audiovisual materials.

Focus on Essential Information* to ensure mastery of key concepts.

- Reduce the number of detailed examples or tasks while ensuring concept generalization.
- Eliminate information and activities that are not essential to understanding the concept.

Use Oral Modeling* to teach sentence structure to bilingual/ESL learners.

- Orally drill sentence patterns with students.
- Use tape recordings to drill sentence structures and patterns.

ADAPTATIONS OF DIRECTIONS

Many students in special education have difficulty in understanding and following directions. The following adaptations provide teachers with examples that will help students understand what is expected of them and will clarify the procedures necessary for successfully completing instructional tasks.

Simplify Directions* by replacing complex vocabulary with easier vocabulary and by providing directions that match students' skills.

- Change instructions so the vocabulary is appropriate to the students.
- Shorten the length of sentences.
- Provide smaller steps.
- Use illustrations.

Have Students Repeat Directions to confirm that they understand.

- Students orally repeat directions that are given orally by the instructor.
- After reading instructions silently, students repeat them orally.
- Students explain directions to classmates and the classmates explain directions back to the students.

Have Students Write Directions in Their Own Words to demonstrate comprehension.

- Have students rewrite directions in their own words when they are given orally by the teacher.
- Have students copy or rewrite directions in their own words from tests, chalkboard, or activity sheets.
- Have students illustrate directions through pantomime.

ESL Structures, Examples, Themes, and Functions

The following section, excerpted from *Teaching English as a Second Language, Grades 3–8*, published by the Office of Bilingual Education, is the core curriculum in this area for grades 3–8 in the New York City Public Schools. It is a useful tool in planning lessons for all students because it shows the need to align ESL instruction with the regular subject area curriculum.

The sections here contain three levels of instruction:

Level One — Beginning

Level Two — Intermediate

Level Three — Advanced

In second language learning, the level of instruction does not necessarily correspond to grade level. For example, a fourth grader may be an intermediate ESL student, while an eighth grader may be a beginner. Teachers, therefore, should design lessons that are appropriate to the students' ages and interests as well as to their language proficiency. You should always bear in mind that students' receptive skills will generally be stronger than their productive skills, that is, they will understand more than they can express.

Each level described below is divided into numbered items composed of the following four parts:

• Structures —	grammatical items of the English language
• Examples —	contextualized uses of the structures drawn from narratives or connected discourse. The letters A, B, C, and D represent people engaging in conversation. These examples can be adapted and used to develop a lesson, but they are not to be prescribed for memorization.
• Themes —	suggested situational contexts within which the structures may be developed
• Functions —	the purposes for which language is used, that is, to communicate wants, needs, opinions, and feelings within a given situation

The presentation of structures in this curriculum begins with the easier, more frequently used grammatical items and proceeds to more difficult ones. You should feel free, however, to vary the order of presentation of structures according to instructional goals and student needs and interests.

Spiral the grammatical structures, themes, and functions throughout the levels. The same material should be systematically reviewed with increasingly broader application and be recycled for repeated exposure in various contexts.

The teaching of grammatical forms is only a means to an end--that of enabling second language students to generate, transform, and process the English language with a high degree of communicative competence. A major objective in language teaching is to encourage students to view language as a learning experience in which they can participate creatively. Their achievements in this process will enhance their understanding of the world around them.

LEVEL I: BEGINNING

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
1. Verbs: present tense TO BE 2. Pronouns: subject I WE YOU YOU HE/SHE/IT THEY 3. Articles indefinite A, AN definite THE 4. Interrogatives: WHO	Who are you? I'm ________ . Are you a student? Yes, I am. Is she a teacher? No, she's not. She is (She's) the principal. Who's he? He is (He's) an art teacher. Are they teachers? No, they're not. They're guidance counselors.	First day of school School personnel	Identifying oneself and others
5. Pronouns: demonstrative THIS THAT THESE THOSE	This is (isn't) big. That is (isn't) small. These are (aren't) red. Those are (aren't) blue. Is this new? Is that old? Are these clean?	In the classroom	Describing things
6. Verbs: commands	Please sit down. Turn to page five. Let's begin. Please don't call out. Don't chew gum. Let's not be late.	Classroom routines and rules	Making polite requests Giving commands
7. Interrogatives: WHAT 8. Interrogatives: WHERE	A. Look,Dad! What's that? It's cute. B. It's a panda. A. Where's it from? B. It's from China. A. And what are those animals? B. They're llamas. A. Where are they from? B. Bolivia.	At the zoo	Identifying animals

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
9. Expletives: THERE IS THERE ARE IS THERE? ARE THERE?	A. Is there a school holiday next week? B. No, there isn't, but there's a holiday next month. Columbus Day is in October. A. Are there any holidays after Christmas? B. Yes, there are. In January there's Martin Luther King, Jr. Day, and there are two holidays in February, Lincoln's Birthday, and Washington's Birthday.	Calendar Seasons Months Holidays	Asking for information Giving information
10 Nouns: regular and irregular, plurals	There is a park on my street. There are trees, animals, and benches in the park. There are men, women, and children in the park every day.	A street scene	Describing a scene
11. Adjectives: possessive MY OUR YOUR YOUR HIS/HER/ITS THEIR 12. Conjunctions: AND	A. Who are those people? B. The tall woman is my mother. The heavy man is her brother. He's my uncle. The blonde woman is his wife, and the cute little girl is their daughter.	A family gathering	Specifying family relationships
13. Verbs: present tense, continuous form	A. (in kitchen): Eleni, I'm making dinner now. Are you doing your homework? B. (in bedroom): Yes, I'm finishing my report now. I'm really hungry. Is Dad watching the news? A. No, he's not. He's setting the table.	At home	Discussing activities

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
14. Verbs: simple present tense	A. I feel terrible. B. What's the matter? A. I have the flu. B. Do you feel hot? A. No, I don't. B. Does your throat hurt? A. Yes, it does. B. Here's a pass to the nurse's office.	Illness	Describing physical conditions
15. Adverbs: frequency EVERY DAY USUALLY ALWAYS NEVER SOMETIMES OFTEN	Every day I get up at 7:30. I always wash my face and brush my teeth. My mother makes breakfast. We usually eat cereal and drink juice. Sometimes my father takes me to school. My brother walks to his school. He never takes the bus.	Morning routines	Describing daily activities
16. Verbs: modals, permission CAN (informal) MAY	A. Can/May I use the microscope in the science center? B. Yes, but take a partner with you. A. Can/May we look at the insect slides? B. OK. Just keep them in order.	Science equipment	Requesting permission
17. Adjectives: determiners SOME ANY OTHER ANOTHER MANY MOST EACH	A. Some of the new library books are missing. I'm worried. B. Are there any books in the closet. A. Yes, but there aren't any new books. B. Oh, there they are! They're in this box. A. That's good! Thanks for your help.	In the library	Expressing concern Expressing relief Expressing gratitude

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
18. Prepositions: place IN ON AT NEAR FAR FROM AROUND OVER UNDER NEXT TO BEHIND IN FRONT OF BETWEEN	A. Where's our school, class? B. Our school is in Manhattan. C. It is (It's) on Elm Street. D. It's at 185 Elm Street. E. Near the police station. F. On the corner. A. Very good. You are all right.	The neighborhood	Specifying locations
19. Nouns: possessive Singular 'S Plural S' 20. Interrogatives: WHOSE	A. Kids, whose clothes are on the floor? B. The blue shirt is Richard's. C. The red skirt is Miriam's, and the pants are Tony's. B. Dad's old jeans are under Richard's blue shirt, and the boys' socks are near the bed. A. What a mess! Let's do the laundry.	Clothing	Expressing possession Expressing disapproval Making a suggestion
21. Interrogatives: HOW MUCH HOW MANY 22. Nouns: noncount and count	A. Mom, how much flour do I need to make a cake for my party? B. How many people do you expect? A. Six. B. You need three cups of flour. A. How much chocolate do I need for the icing? B. One cup.	Quantity and measurement Ingredients	Expressing quantity

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
23. Interrogatives: WHEN	A. When is the assembly? B. It's at 10 o'clock. A. And when is it over? B. It's over at about noon.	Telling time	Making inquiries about time
24. Adverbs: manner - LY ending Exceptions: WELL FINE	These are the rules of the science laboratory: 1. Walk slowly in the laboratory. 2. Speak softly to your partner. 3. Wash the equipment well. 4. Work quickly and quietly.	School rules	Stating rules
25. Adjectives: comparative - ER MORE + adjective Exceptions: GOOD - BETTER BAD - WORSE 26. Conjunctions: BUT	A. It's thirty degrees today. It's cold. B. It was twenty degrees yesterday. It was colder, but today it's raining. The roads are wetter and more dangerous than yesterday.	Weather	Making comparisons
27. Interrogatives: WHICH 28. Adjectives: superlative - EST MOST + adjective Exceptions: THE BEST THE WORST	A. Which state is the largest? B. Alaska is the largest state in the United States. A. Which is the smallest? B. Rhode Island is. A. Which state do you think is the most beautiful? B. I love New York!	Maps and legends	Making comparisons Expressing likes and dislikes

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STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
29. Interrogatives: HOW	A. How do we grow a flower garden? B. First we plant seeds. A. How do the seeds grow? B. They need food, water, and light. A. How does a plant get food and water? B. It gets food and water from the ground. A. How does it get light? B. It gets light from the sun.	Plants	Describing a process Explaining cause and effect
30. Adverbs: place HERE THERE INSIDE OUTSIDE UPSTAIRS DOWNSTAIRS	A. Let's go outside. B. I don't feel like it. It's nice in here in the library. A. I like the library, but I need a break. How about going downstairs to the gym? B. What's happening there? A. There's a basketball game today. B. No, thanks. I want to finish my homework.	The school building	Expressing a preference Suggesting alternatives Declining a suggestion
31. Pronouns: direct object ME US YOU YOU HIM/HER/IT THEM	A. Do you remember Lee Hsu? B. Sure. I really miss him. A. Do you ever see Rosa? B. I see her at the park all the time. A. And what about Juan? B. He calls me about once a week. Let's meet them all one day after school. A. Great idea!	Friends	Reminiscing Making a suggestion

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
32. Pronouns: indirect object ME US YOU YOU HIM/HER/IT THEM 33. Prepositions: TO FOR	A. Please pass me the butter. B. Here it is, Mom. A. And Dad wants a drink. Would you please pour some juice for him and hand the pitcher to me. B. OK. A. The baby's crying. Give her the bottle.	At the dinner table	Making polite requests
34. Verbs: base form of verb to express future time BE + GOING TO +	A. Are we going to take the bus to the beach this afternoon? B. Yes, but first I'm going to buy a beach towel. A. Are we going to swim in the ocean or the bay? B. I prefer the ocean. Let's hurry up or we're not going to get any sun.	Recreation	Clarifying plans Asking about a possible choice Expressing a preference
35. Verbs: two-word TURN ON TURN OFF LOOK AT LOOK FOR PUT ON TAKE OFF GET ON GET OFF	A. Take off your pajamas and put on your clothes. It's late. B. OK, Dad. A. Hurry up. Turn off the radio and look for your books. B. All right. A. Have a great day at school. And don't forget to get off the bus for your karate class.	Morning activities	Giving instructions
36. Verbs: past tense TO BE	My father was very poor when he was a child, but he was always a good student and a hard worker. When he and my uncle were teenagers, they went to work. They were carpenters. Now they have a shop and are very happy.	Biography	Describing the past

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
37. Verbs: regular past tense - ED ending	A. Where were you this weekend? I called you and you didn't answer. B. On Friday I stayed home, but on Saturday we visited my cousins in New Jersey. We hiked in the woods near their house and collected leaves. A. What else did you do? B. We cooked hamburgers on an open fire. Then we walked near the lake, and climbed a mountain.	Country activities	Recounting a sequence of events
38. Verbs: tag questions TO BE TO BE GOING TO + verb	A. Mr. López is your English teacher, isn't he? B. Yes, he is. You were in his English class last year, weren't you? A. Yes, I was. B. He's going to teach here next year, isn't he? A. No, he isn't. He's going to retire in Puerto Rico.	In school	Restating information
39. Verbs: tag questions DO	A. Sam worked at the supermarket last year, didn't he? B. Yes, he did. A. He still works there, doesn't he? B. No, he doesn't. He works at the library now.	In the community	Clarifying information

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
40. Verbs: modals, ability CAN 41. Verbs: tag questions CAN	A. I'm going to have a party tonight. You can come, can't you? B. I'm sorry, I can't. I'm having trouble with my homework. A. Oh! Can I help? B. Maybe you can. Are you taking Spanish? A. No, but I can speak it. I learned it at home and in school. B. Then you really can help me! Thanks.	A telephone conversation	Extending an invitation Politely refusing an invitation Offering help Expressing ability Accepting help
42. Verbs: irregular past tense	A. When did your grandmother come to New York? B. She came last Friday. A. Did she take a taxi to your house? B. No, she didn't. She took the bus. A. Did you eat dinner at home? B. Yes. We ate a huge meal, and after dinner we all sat in the living room. We had a great time.	A family visit	Recounting past activities
43. Verbs: modal WILL	A. Bye, I'll see you later. B. No, you won't. I'm going to the dentist. A. Will you call me tonight? B. I won't call you tonight, but I'll meet you before class tomorrow.	After school	Making plans

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
44. Pronouns: reflexive MYSELF YOURSELF HIMSELF HERSELF ITSELF OURSELVES YOURSELVES THEMSELVES	A. How was your vacation? B. Wonderful. We enjoyed ourselves so much. A. How's Scott? B. Not well. He hurt himself in gym class today. A. I'm sorry. And the baby? B. She's great. She can feed herself now. A. Well, I have to go. We're going to the movies. B. Enjoy yourselves!	Friends and family	Inquiring about friends Relating personal news Expressing sympathy
45. Adjectives: comparison of equals AS + adjective + AS	The red circle is as large as the green circle. The blue triangle is not as small as the yellow triangle.	Shapes and colors	Comparing equals
46. Adverbs: sequence FIRST THEN NEXT FINALLY	*How to Use the Computer* First, turn on the power. Then, load the diskette. Next, wait for the cursor. Finally, type in your name.	Computer literacy	Following directions Organizing tasks

LEVEL II: INTERMEDIATE

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
1. Pronouns: possessive MINE OURS YOURS YOURS HIS/HERS/ITS THEIRS	A. That's my ruler. B. No, it isn't. It's mine. C. What's the problem? B. He says the ruler is his, but it's not. It's mine. C. Stop arguing. It belongs to the class. It's ours.	Ownership	Expressing possession Expressing disagreement
2. Verbs: modals HAVE TO	A. Come on, Roland, we have to go to Grandma's house now. B. But, Dad, I have to study. A. Your sister has to study, too. Bring your books with you.	Responsibilities	Expressing an obligation
3. Adverbs: intensity VERY + adjective TOO + adjective adjective + ENOUGH	A. How do you like my new recipe for Italian chicken? B. It's very spicy. In fact, it's a little too spicy for me. C. Really! I don't think it's spicy enough. I want more garlic on mine. A. (Adds garlic.) Is it spicy enough now? C. Mmm! It's just right.	Foods and seasonings	Asking for an opinion Giving an opinion Expressing satisfaction

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
4. Verbs: past tense, continuous form	A. I tried to call you all day yesterday, but you weren't home. Where were you? B. I was studying for my social studies test in the library until noon. A. What were you doing in the afternoon? B. I went shopping with my mother. We were looking for a color TV and we bought a great one. A. Terrific! When can I see it? B. Anytime you want.	Leisure activities	Recounting events
5. Verbs: modals MAY MIGHT	A successful orbit of the satellite may lead to better weather forecasts. They may launch a new satellite tomorrow. A. The sky is getting dark. It might rain. B. Look at the lightning! Listen to the thunder! A. It's starting to rain. We might not be able to go to the planetarium today.	Space and technology Weather	Expressing possibilities
6. Interrogatives: WHY 7. Conjunctions: BECAUSE	A. Mom, why do we have to go to Aunt Angela's house tomorrow? B. Because it's her birthday. A. But it's boring there. Why can't I just call her up and say happy birthday? B. Because she wants to see you. Anyway, she'll have plenty of ice cream and a birthday cake. A. All right. I'll go.	Family obligations	Complaining Making a compromise Resolving a dispute

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
8. Verbs: USED TO + base form of verb	A. I used to live in Brooklyn and I used to walk to school. Now I live in Queens and I take the bus. B. I used to live in Manhattan and I used to take the subway. Now I live in Queens, too.	Local geography Transportation	Recalling the past
9. Conjunctions: correlative EITHER . . . OR NEITHER . . . NOR	Neither my mother nor my father speaks English well. When my mother goes shopping, either my sister or I go with her. My mother and father want to learn more English. They will either go to night school or study with a friend.	Learning a language	Expressing want or intention
10. Verbs: present perfect tense TO HAVE + past participle 11. Interrogatives: HOW LONG 12. Prepositions: FOR SINCE	A. Steve, have you seen Marcos lately? B. No, Marcos has been sick since vacation. He had a cold and now he has the chicken pox. He's had a fever for a week. A. How long has he been absent from school? B. He's been out for two weeks. A. So, have you visited him? B. Are you kidding! I don't want to catch the chicken pox.	Health	Showing concern for a friend. Giving an explanation
13. Pronouns: relative WHO THAT WHICH	One of the men who signed the Declaration of Independence was John Hancock. The document that gave freedom to the slaves was the Emancipation Proclamation. The Equal Rights Amendment, which is important to many people, is not yet a law.	Historical documents	Clarifying information

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
14. Verbs: verb + infinitive	I want to be a doctor because I like to help people. After high school, I plan to go to college and then to medical school. I need to study a lot because I hope to be a good doctor.	Careers Future plans	Expressing hopes
15. Pronouns: indefinite ONE ONES OTHER OTHERS ANOTHER EACH NONE	A. My sneakers are old. I need new ones. B. We have many styles. Which one do you want to try on? A. Could you show me the blue ones on the top shelf? B. We don't have your size in blue. A. OK. Then let me see them in another color.	Shopping	Making selections Offering alternatives
16. Verbs: modals MUST SHOULD OUGHT TO	A. I'm taking my first trip to Ecuador. What will I need? B. You must have a passport and a plane ticket. A. Yes, I know that. What else do I need? B. Well, you should have a camera and take extra money for souvenirs. A. Should I take a coat? B. No, but you should take a sweater. A. Should I call Aunt Claudia in Quito? B. You ought to call her, Frank. Remember, she's your godmother.	Traveling Family obligations	Expressing strong necessity Expressing obligation

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
17. Verb: Present tense, continuous form to express the future	A. What are you doing this weekend? B. On Saturday, I'm sleeping late and then George is coming over. A. Are you going out? B. Yes. We're going on a picnic in the afternoon and then we're seeing a movie at night.	Weekend activities	Inquiring about future plans Informing about future plans
18. Adjectives: determiners A LOT A FEW ENOUGH ALL BOTH NONE SOME	A. Dad, can I have some chocolate? B. All the chocolate is gone. You ate it for dessert. A. Can I have a few cookies? B. Come on! You've already had a lot of cookies today. You opened both packages. You've eaten enough sweets for one day. Eat some fruit instead.	Food and snacks	Requesting permission Denying a request
19. Verbs: modals COULD	A. Nick, could you please turn down the stereo? B. Sure, Mom. By the way, could we have dinner early tonight? A. I guess so. How come? B. I have to go out with my friends later. We're playing paddleball. A. OK, but could you come home by eight? You have to clean up. B. No problem!	Evening activities	Making a polite request Responding to a request

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
20. Pronouns: compound indefinite SOMEONE/ EVERYONE SOMEBODY/ EVERYBODY SOMETHING SOMEWHERE EVERYTHING EVERYWHERE ANYONE/ NO ONE ANYBODY/ NOBODY ANYTHING/ NOTHING ANYWHERE/ NOWHERE	*Position Available* We are looking for someone with bilingual skills, able to travel anywhere and able to handle everything by phone. This person must know something about different countries.	Want ads	Job requirements Describing qualifications
21. Verbs: infinitive of purpose	A. Ms. Wong, what's the capital of Jamaica? B. Use the atlas to find a list of capital cities. A. What are the most important products of Puerto Rico? B. Look up Puerto Rico in the encyclopedia to find the answer. A. Where can I find a book about Juan Pablo Duarte? B. Go to the card catalog to locate his biography.	The Caribbean The library	Asking for factual information Requesting assistance Suggesting solutions

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
22. Adverbs: comparative - ER MORE + adverb Exceptions: WELL/BETTER BADLY/WORSE FAR/FARTHER	A. Coach, who's going to be on the track team? B. Well, Wai Kwan jumps higher than the other boys. Luis runs more quickly. And Paul throws the javelin farther than anybody else. They'll all be on the team.	Sports	Supporting a decision with reasons
23. Adverbs: superlative -EST THE MOST + adverb Exceptions: WELL/THE BEST BADLY/THE WORST	A. Who do you think should be in the class talent show? B. David plays guitar the loudest. C. Altagrace sings the best, and Carol dances the most gracefully. A. Good. They'll all be in the show.	Talent show	Asking for suggestions Giving an opinion Arriving at a decision
24. Adverbs: comparison of equals AS + adverb + AS	Work as quickly as possible. Write as neatly as possible. Answer the questions as well as you can.	Test directions	Giving information
25. Verbs: past perfect tense HAD + past participle	A. Did Uncle Sergio call last night? B. Yes, he did, but you had already left with Daria when he called. A. What did he say about the circus? B. He said he had reserved the seats but hadn't picked up the tickets yet. A. Oh, boy! I can't wait!	Leisure activities An outing	Expressing excitement

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
26. Conjunctions: subordinating AS SOON AS BEFORE AFTER WHEN WHERE UNTIL	As soon as you come in tomorrow, you can work on a circle-square design on the computer. You can create your logo design until I say stop. Before the bell rings, we'll print out your designs. While the printers are operating, we'll walk around to see each other's graphics.	Class assignments Computer graphics	Giving instructions

LEVEL III: ADVANCED

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
1. Impersonal expressions followed by infinitive	It is (It's) important to drink a lot of water. It is (It's) necessary to exercise every day. It is (It's) not good to eat junk food.	Health and nutrition	Making generalizations Imparting factual information
2. Impersonal expressions followed by prepositional phrase and infinitive	It's important for me to drink a lot of water. It's necessary for her to exercise every day. It's not good for us to eat junk food.	Health and nutrition	Narrowing generalizations
3. Nouns: used as adjectives	A. What did you do on the farm last weekend? B. We climbed some fruit trees, milked some cows, and worked in a vegetable garden. A. What did you do after that? B. We put milk in milk bottles, drank some fruit juice, and made apple pies. Then we went to the bus station and came home.	On a farm	Inquiring about an activity Enumerating activities
4. Adjectives: past participle	A. I bought a used bike last Saturday. B. That's great! How's it working? A. Not too well. I hit a broken bottle and got a punctured tire. B. Gee, that's too bad.	Buying toys and sports equipment	Relating news to a friend Expressing enthusiasm Expressing disappointment
5. Adjectives: present participles	A. Doctor, I have a stinging pain in my ear. B. I see. Anything else? A. Yes, I have an itching feeling on my arm. It's almost like a burning pain. B. Don't worry. I'll examine you and give you some medicine.	Health	Describing pain Asking for additional information Comforting

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
6. Indirect speech	Lisa told her sister that her friend Athena had had a problem with a teacher. Athena said that she had to leave school early today. The teacher said that she had to stay until 3 o'clock. Athena said that she had a doctor's appointment at 2:30. The teacher said that she couldn't leave without a note from home. Athena started to cry and the teacher had to call her mother.	School routines	Reporting what was said
7. Direct speech	A. Shari, my friend Athena had a problem with her teacher today. B. Tell me what happened. A. Athena said, "I have to leave school early today." The teacher said, "You have to stay until 3 o'clock." Athena said, "But I have a doctor's appointment at 2:30." The teacher said, "You can't leave without a note from home." Athena started to cry and the teacher had to call her mother.	School routines	Quoting what was said
8. Verbs: present perfect continuous tense 9. Conjunctions: subordinating SINCE	A. Hi, Grandpa. I've been waiting for you all morning. B. Sorry I'm late. I've missed you, Alexander. What have you been doing since the last time I saw you? A. Well, I've been taking guitar lessons. Gina has been studying computers and Carl has been jogging every day. B. That's wonderful. I'm glad you've all been keeping busy.	Family news	Apologizing Reporting ongoing activities

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
10. Gerunds: used as the direct object of a verb	A. What kinds of sports do you like, class? B. I enjoy riding my bike in the park. C. I like swimming in the ocean. D. I practice running on the track after school. Which sports do you like, Mr. Hannigan? A. I like watching sports on TV.	Hobbies Sports	Inquiring about interests Giving information
11. Conjunctions: subordinating, to introduce adverbial clauses SO THAT	A. Why is there a star next to some cities on the map? B. There's a star so that we can identify the capital city. C. And why do they use different colors on a map. A. They use different colors so that we can see the borders of different countries.	Maps	Inquiring about purposes Stating purposes
12. Conjunctions: subordinating, to introduce adverbial clauses UNLESS	The telephone company workers have been on strike for two weeks. They won't go back to work unless they get higher salaries and longer vacations. The telephone company won't pay more money unless the employees work longer hours.	A strike	Reporting news
13. Conditional statements with "IF" clauses: real or possible conditions	A. Phil, what will happen if we put one magnet near another? B. If you put two magnets together, they'll attract. C. I don't agree. If you put two magnets together, they won't attract. They'll repel. B. All right. Let's try it and see.	Science class Conducting an experiment	Asking a probing question Expressing probability

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
14. Conditional statements with "IF" clauses: unreal conditions	A. What would you do if you were rich, Mohammed? B. If I were rich, I would travel around the world and visit many countries. If you had money, Jean, what would you do? A. I would buy my family a house and put some money in the bank.	Dreams and wishes	Expressing a wish or desire
15. Conditional statements with "IF" clauses: unrealized conditions	If I had studied more, I would have passed the test. If she hadn't been sick last week, she wouldn't have missed the game. He would have gotten a better grade if he had studied more.	School responsibility	Expressing possible causes and effects
16. Nouns: in apposition	Washington D.C., the capital of the United States, is a beautiful city to visit in the spring. The White House, home of the President, has many different rooms, including a bowling alley and a movie theater. All the main streets lead to the Capitol, the meeting place of the Senate and House of Representatives. It has a beautiful white dome on top. The Potomac, the main river of Washington, has many lovely cherry blossom trees along its banks.	Famous cities	Expanding a description

STRUCTURES	EXAMPLES	THEMES	FUNCTIONS
17. Verbs: embedded questions	A. Excuse me, can you tell me where the post office is? B. I'm not sure. Ask Jackie. A. Jackie, do you know where the post office is? B. Sure. It's right next to the stationery store. A. Can you show me where it is? B. OK. Let's walk there together.	The neighborhood	Seeking information Expressing doubt Expressing location Asking for a favor Complying
18. Noun clauses: object position after verbs HOPE, THINK, BELIEVE, FEEL, ASSUME 19. Noun clauses: object position after verb WISH (unreal)	A. I hope (that) my family can go to the American Museum of Natural History over vacation. B. Why? What's there? A. A lot of great exhibits. I think (that) the dinosaurs are the most interesting. Sometimes I wish I had lived thousands of years ago. B. I wish I could go with you to the museum. A. I think you can. Let's ask.	A museum trip	Expressing desire Expressing enthusiasm
20. Verbs: passive voice	There was a big traffic jam yesterday because of a fire. The traffic was stopped for 45 minutes. The street was closed off by two patrol cars. The pedestrians were asked to wait at the corner. Two people were carried out of the house by firefighters. They were taken to the hospital in an ambulance. They were sent home the next day because they were better.	Emergency situation	Reporting an incident

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